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Academic Calendar, 2016-2017

Fall Semester 2016

| | | | |
|-----------|-------|------------------|---|
| August | 31 | Wednesday | New Student Orientation |
| September | 1-2 | Thursday-Friday | Pre-Session, Faculty Workshops, Meetings |
| | 1-4 | Thursday-Sunday | New Student Orientation |
| | 5 | Monday | First Day of Class |
| | 9 | Friday | Last Day to Add/Drop |
| | 27-30 | Tuesday-Friday | Registration for Interim Abroad 2017 |
| October | 14 | Friday | Fall Academic Holiday |
| | 21 | Friday | Mid-Term |
| | 24 | Monday | Mid-Term Grades Due @ 5:30 pm |
| | 25-28 | Tuesday-Friday | Registration for Interim 2017 |
| November | 4 | Friday | Last Day to Withdraw Pass (WP) |
| | 8-11 | Tuesday-Friday | Registration for Spring 2017 |
| | 23-25 | Wednesday-Friday | Thanksgiving Holiday, No Class |
| | 28 | Monday | Classes Resume |
| December | 6 | Tuesday | First Interim Class @ 11:00 am (Professor's Option) |
| | 9 | Friday | Last Day to Add/Drop Interim Class Thru myWofford |
| | 9 | Friday | Last Day of Class |
| | 12-16 | Monday-Friday | Final Examinations |
| | 19 | Monday | Final Grades Due @ 5:30 pm |

Interim 2017

| | | | |
|----------|---|-----------|--|
| January | 4 | Wednesday | Residence Halls Open |
| | 5 | Thursday | First Day of Interim Class |
| | 6 | Friday | Last Day to Add/Drop Interim Class Thru the Registrar's Office |
| February | 1 | Wednesday | Last Day of Interim Class |

Spring Semester 2017

| | | | |
|----------|-------|----------------|---|
| February | 5 | Sunday | Check-in for New Resident Students |
| | 6 | Monday | First Day of Class |
| | 10 | Friday | Last Day to Add/Drop |
| | 13 | Monday | Interim Grades Due @ 5:30 pm |
| | 28 | Tuesday | Registration for Summer 2017 Available |
| March | 24 | Friday | Mid-Term |
| | 27 | Monday | Mid-Term Grades Due @ 5:30 pm |
| April | 3-7 | Monday-Friday | Spring Holiday, No Class |
| | 10 | Monday | Classes Resume |
| | 14 | Friday | Last Day to Withdraw Pass (WP) |
| | 25-28 | Tuesday-Friday | Registration for Fall 2017 |
| May | 9-12 | Tuesday-Friday | Priority Registration for Interim Abroad 2017 |
| | 12 | Friday | Last Day of Class |
| | 15-19 | Monday-Friday | Final Exams |
| | 19 | Friday | Grades Due for Graduating Seniors @ 5:30 pm |

| | | | |
|--|-------|-----------------|----------------------------|
| | 20-21 | Saturday-Sunday | Commencement Weekend |
| | 21 | Sunday | Commencement |
| | 22 | Monday | Final Grades Due @ 5:30 pm |

Summer I Term 2017

| | | | |
|------|-----|-----------------|----------------------------------|
| June | 5 | Monday | First Day of Class |
| | 6 | Tuesday | Last Day to Add/Drop |
| July | 4 | Monday | July 4th Holiday, Offices Closed |
| | 5 | Wednesday | Last Day to Withdraw Pass (WP) |
| | 5 | Wednesday | Last Day of Class |
| | 6-7 | Thursday-Friday | Final Exams |
| | 10 | Monday | Final Grades Due @ 5:30 pm |

Summer II Term 2017

| | | | |
|--------|------|--------------------|--------------------------------|
| July | 10 | Monday | First Day of Class |
| | 11 | Tuesday | Last Day to Add/Drop |
| August | 8 | Tuesday | Last Day to Withdraw Pass (WP) |
| | 8 | Tuesday | Last Day of Class |
| | 9-10 | Wednesday-Thursday | Final Exams |
| | 14 | Monday | Final Grades Due @ 5:30 pm |

Disclaimer Information

While Wofford College reserves the right to make changes in its calendar, policies, regulations, fees, prices, and curriculum, the information in this Catalog accurately reflects policy and states progress requirements for graduation effective August 1, 2016.

The college complies with the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974. (<http://www2.ed.gov/policy/gen/guid/fpco/ferpa>) This act, as it applies to institutions of higher learning, gives students three primary rights. They have the right to: inspect and review their education records, have some control over the disclosure of information from their education records, and seek to amend incorrect education records. Wofford's annual FERPA notice can be found both in this Catalog and on the Registrar's website (<http://www.wofford.edu/registrar/FERPA>).

Wofford College does not discriminate on the basis of race, color, creed, religion, sex, age, national origin, disability, veteran status, sexual orientation or any legally protected status.

Wofford College
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Spartanburg, SC 29303-3663
(864) 597-4000
wofford.edu

The College

Mission

Wofford's mission is to provide superior liberal arts education that prepares its students for extraordinary and positive contributions to society. The focus of Wofford's mission is upon fostering commitment to excellence in character, performance, leadership, service to others, and life-long learning.

Adopted by the Board of Trustees, May 5, 1998

Accreditation

Wofford College is accredited by the [Southern Association of Colleges and Schools Commission on Colleges](http://www.sacscoc.org) (<http://www.sacscoc.org>) to award baccalaureate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Wofford College.

Degrees

The college grants the degrees of Bachelor of Arts and Bachelor of Science, and also confers appropriate honorary degrees.

Phi Beta Kappa

Phi Beta Kappa is America's oldest and most widely recognized collegiate honor society. It was founded in 1776 at the College of William and Mary. As of 2013, there were 283 chapters at the strongest and best-respected colleges and universities in the country. Each chapter may elect about 10 percent of the eligible students in each graduating class.

Since 1941, Wofford has served as the host institution for Beta chapter of South Carolina by demonstrating that the liberal arts and sciences—the traditional core of higher learning—are at the center of its educational program. By attending a Phi Beta Kappa college and being elected to membership in the society, Wofford men and women become associated with a group that fosters freedom of inquiry and expression, disciplinary rigor in learning, breadth of perspective, diversity of opinion, and the application of the skills of deliberation in the pursuit of a more just and peaceful world. With about 600,000 living members, the society offers ample opportunities for networking with other Phi Beta Kappa key holders in the United States and abroad.

Athletics

Wofford College is a member of the National Collegiate Athletic Association Division I, with Division I FCS football, and of the Southern Conference. It conforms to the rules and requirements of both organizations. Wofford fields men's intercollegiate teams in football, basketball, baseball, outdoor track, indoor track, cross country, golf, riflery, soccer, and tennis; and women's teams in basketball, cross country, golf, indoor track, outdoor track, riflery, soccer, tennis and volleyball.

Wofford hosts the summer training camp for the Carolina Panthers of the National Football League.

History of the College

On July 4, 1851, the future Methodist Bishop William Wightman came to a beautiful site on a high ridge overlooking the tiny courthouse

village of Spartanburg, S.C. As more than 4,000 people looked on, he made the keynote address while local Masons laid the cornerstone for Wofford College. A distinguished professor and journalist as well as a clergyman, Wightman stressed that the new institution would pattern itself after neither the South's then-elitist public universities nor the narrowly sectarian colleges sponsored by some denominations. Instead, he argued, "It is impossible to conceive of greater benefits — to the individual or to society — than those embraced in the gift of a liberal education, combining moral principle ... with the enlightened and cultivated understanding which is the product of thorough scholarship."

Wofford later experienced both good times and hard times, but it stands more than 160 years later as one of a handful of pre-Civil War American colleges operating continuously and successfully on its original campus. It has offered carefully selected students a respected academic program, tempered with concern for the individual. It has respected the virtues of continuity and heritage while responding with energy, optimism and excitement to the challenges of a changing world.

Like many of America's philanthropic institutions, Wofford came about because of the vision and generosity of an individual. Benjamin Wofford was born in rural Spartanburg County on Oct. 19, 1780. Sometime during the great frontier revivals of the early 19th century, he joined the Methodist church and served as a circuit rider (itinerant preacher) for several years. In 1807, he married Anna Todd and settled down on her family's prosperous farm on the Tyger River. From this happy but childless marriage, which ended with Anna's death in 1835, Wofford acquired the beginnings of his fortune. At the age of 56, the widower married a much younger woman from Virginia, Maria Barron. They moved to a home on Spartanburg's courthouse square, where he could concentrate on investments in finance and manufacturing. It was there that Benjamin Wofford died on Dec. 2, 1850, leaving a bequest of \$100,000 to "establish a college of literary, classical and scientific education to be located in my native district and to be under the control and management of the Methodist Church of my native state." It proved to be one of the largest financial contributions made to American higher education prior to the Civil War. Benjamin Wofford's will was approved in solemn form on March 14, 1851, and the college charter from the South Carolina General Assembly is dated Dec. 16, 1851.

Trustees quickly acquired the necessary land and retained one of the South's leading architects, Edward C. Jones of Charleston, to lay out the campus. Although landscaping plans were never fully developed in the 19th century, sketches exist to show that the early trustees envisioned a formal network of pathways, lawns and gardens that would have left an impression quite similar to the college's present National Historic District. The original structures included a president's home (demolished early in the 20th century); four faculty homes (still in use today for various purposes); and the magnificent Main Building. Known as simply as "The College" for many years, the latter structure remains one of the nation's outstanding examples of "Italianate" or "Tuscan Villa" architecture.

Construction finally began in the summer of 1852 under the supervision of Ephraim Clayton of Asheville, N.C. Skilled African-American carpenters executed uniquely beautiful woodwork, including a pulpit and pews for the chapel. The college bell arrived from the Meneely Foundry in West Troy, N.Y., and, from the west tower of "Old Main," it continues to sing out as the "voice of Wofford." The exterior of the building today is true to the original design, but the interior has been modernized and renovated three times — in the early 1900s, in the 1960s, and in 2007.

In the autumn of 1854, three faculty members and seven students took up their work. Admission was selective; the prospective students had

been tested on their knowledge of English, arithmetic and algebra, ancient and modern geography, and Latin and Greek (Cicero, Caesar, the Aenid, and Xenophon's *Anabasis*). The first Wofford degree was awarded in 1856 to Samuel Dibble, a future member of the United States Congress.

After an administration that was highly successful both educationally and financially, President William Wightman resigned in 1859 to launch yet another Methodist college, Birmingham-Southern in Alabama. He was replaced by the Rev. Albert M. Shipp, a respected scholar who was immediately confronted with a devastating Civil War. Many students and young alumni, including two sons of faculty members, were killed in the great Virginia battles of 1862. Then, as Gen. William Tecumseh Sherman approached Atlanta in 1864, the trustees invested their endowment funds in soon-to-be-worthless Confederate bonds and securities. (The college still has them in its archives.) The situation was quite hopeless, but the physical plant remained intact and the professors remained at their posts. Given the disarray of education at all levels, South Carolina Methodists saw the mission of their colleges as more important than ever if a "New South" was to be created.

Shipp remained at the college through the Reconstruction period, and his emancipated slave Tobias Hartwell played a key role in Spartanburg's emerging African-American community. Nevertheless, Wofford's history from the end of the Civil War until 1900 was dominated by one man — James H. Carlisle. A member of the original faculty and then president of the college from 1875 through 1902, he initially taught mathematics and astronomy, but his real strength was his ability to develop alumni of character, one student at a time. Three generations of graduates remembered individual visits with Carlisle in his campus home, now occupied by the dean of students. To them, he was "The Doctor," "Wofford's spiritual endowment," and "the most distinguished South Carolinian of his day."

The curriculum gradually evolved during Carlisle's administration; for example, he shocked everyone by delivering his first presidential commencement address in English rather than in Latin. Nevertheless, many lasting traditions of Wofford life date from his administration. Four surviving chapters of national social fraternities (Kappa Alpha, 1869; Sigma Alpha Epsilon, 1885; Pi Kappa Alpha, 1891; and Kappa Sigma, 1894) were chartered on the campus. Such organizations owned or rented houses in the Spartanburg village, because in those days, professors lived in college housing while students were expected to make their own arrangements for room and board. To meet some of their needs, two students from the North Carolina mountains, Zach and Zeb Whiteside, opened and operated Wofford's first dining hall in Main Building. Although music was not part of the curriculum, there was an active glee club. Union soldiers in Spartanburg during Reconstruction apparently introduced college students to baseball, and Wofford and Furman University played South Carolina's first intercollegiate football game in 1889. That same year, a group of students organized one of the South's earliest literary magazines, *The Journal*. At commencements throughout the period, graduates sang the hymn "From All That Dwell Below the Skies" and each received a Bible signed by faculty members.

In 1895, delegates from 10 of the leading higher education institutions across the Southeast met in Atlanta to form the Southern Association of Colleges and Schools. The organization was conceived by Vanderbilt's Chancellor James H. Kirkland (Wofford Class of 1877), who hoped to challenge peer campuses to attain national standards of academic excellence. Delegates also came from Trinity College in Durham, N.C., which later emerged as Duke University under the presidential leadership of Wofford alumni John C. Kilgo and William Preston Few. Wofford was

represented by two of its outstanding young faculty members, A.G. "Knotty" Rembert (Class of 1884) and Henry Nelson Snyder. Perhaps it was the Wofford community's determination to meet the standards for accreditation that later inspired Snyder to turn down an appointment to the faculty at Stanford University to become Carlisle's successor as president. It was also true that Spartanburg was no longer a sleepy courthouse village — it had become a major railroad "hub city" and was surrounded by booming textile mills. Local civic leaders launched nearby Converse College, which combined liberal arts education for women with a nationally respected school of music. At Wofford, it no doubt seemed possible to dream bigger dreams.

The first decades of Snyder's long administration (1902-1942) were a time of tremendous progress. Main Building finally got electric lights and steam heat. Four attractive red-brick buildings were added to the campus — Whitefoord Smith Library (now the Daniel Building), John B. Cleveland Science Hall, Andrews Field House, and Carlisle Hall, a large dormitory. Driveways for automobiles were laid out on campus, and rows of water oaks and elms were planted. Wofford began to attract faculty members who were publishing scholarly books in their academic specialties. For example, David Duncan Wallace was the pre-eminent South Carolina historian of the day. James A. "Graveyard" Chiles published a widely used textbook, and he and his Wofford students founded the national honorary society for German studies, Delta Phi Alpha. The "Wofford Lyceum" brought William Jennings Bryan, Woodrow Wilson, and other guest speakers to the campus.

Although eight women graduated from Wofford in the classes of 1901-1904, the average enrollment in the early 20th century was about 400 men. The cornerstone of residential campus life was an unwritten honor code, for decades administered with stern-but-fair paternalism by the dean of the college, A. Mason DuPré. Modern student government began in 1909, and the first issue of a campus newspaper, the *Old Gold & Black*, appeared in 1915. World War I introduced Army officer training to the campus, and after the conflict came voluntary ROTC, one of the first such units to be approved at an independent college. Snobbery, drinking, dancing and other alleged excesses contributed to an anti-fraternity "Philanthropean" movement among the students, and the Greek-letter organizations were forced underground for several years. A unique society called the "Senior Order of Gnomes" apparently owed its beginnings to a desire to emphasize and protect certain "old-fashioned" values and traditions associated with the college. Both intramural and intercollegiate sports were popular, with the baseball teams achieving the most prestige. The 1909 team adopted a pit bull terrier ("Jack"), and he proved to be the inspiration for a permanent mascot.

Despite this progress and the wide respect he earned in national higher education circles, Snyder was able to make little headway in strengthening Wofford's endowment, which was valued at less than \$1 million. The college was painfully dependent on its annual support from the Methodist Church, which amounted to about one-fourth of the operating budget. This financial weakness became obvious when Southern farm prices collapsed in the 1920s and hard times intensified after the stock market crash of 1929. At the height of the Great Depression, some of the faculty worked without pay for seven months. Emergency economies and a special appeal to South Carolina Methodists were necessary, but by the end of the Snyder administration, the college was debt-free and its academic reputation was untarnished.

The return of financial stability made it possible for Wofford to claim a chapter of Phi Beta Kappa in 1941, the first time such recognition had been extended to an independent college in South Carolina. Soon after this happy occasion, however, the nation plunged into World War

II. Wofford graduates served in the military in large numbers, many as junior combat officers or aviators. At least 75 alumni were killed. Wofford's enrollment was so drastically reduced that the Army took over the campus on Feb. 22, 1943, to offer accelerated academic instruction for Air Corps officers. The faculty and 96 remaining Wofford students did their work at Spartanburg Junior College or at Converse.

After the war, under the stimulus of the G.I. Bill of Rights, enrollment suddenly shot up to 720 during 1947-48. This figure was almost twice the reasonable capacity of Wofford's facilities, already taxed by two decades of postponed maintenance. Compounding the challenge was the fact that South Carolina Methodists deferred any capital projects or strategic planning into the mid-1950s while they tried to decide whether they should unify their colleges on a new, rural campus at the foot of the Blue Ridge Mountains. While the state's Baptists approved such a plan at Furman University, the Methodist institutions ultimately retained their historic identities and campuses.

The only alumnus to serve as president of Wofford, Dr. Walter K. Greene '03, thus suffered through a very stressful administration (1942-1951) that today is remembered primarily as a golden age for Terrier athletics. Under the coaching of Phil Dickens, the 1948 football team set a national record with five straight ties. Wofford then won 15 straight games before losing a Cigar Bowl match with Florida State. Another celebrated achievement was a 19-14 upset of Auburn to open the 1950 season. Dickens' teams were known for skillful operation of a single wing offense similar to that used at the University of Tennessee as well as solid "Wofford Gold" uniforms, whose coppery color was so close to that of contemporary footballs that it created a nationwide controversy.

Born in the years immediately following World War II, the "Baby Boomers" began moving into elementary schools in the 1950s. During the presidential administrations of Francis Pendleton Gaines (1952-1957) and Charles F. Marsh (1958-1968), the Wofford community laid the foundations to serve this much larger college population. Administration and finances needed the most immediate attention, and Gaines was fortunate to persuade Spartanburg textile executive Roger Milliken to join the board of trustees. He encouraged and helped finance reforms in the business office. Wofford also moved ahead with a series of important building projects that included a science building, the beautiful Sandor Teszler Library, and the first campus life center. Four new residence halls built during this period took pioneering steps away from the prevailing barracks design and gave occupants a measure of privacy and comfort. Seven fraternity lodges were built on campus to unify and improve Greek life. The new buildings and improved financial management made it possible for the college to expand its enrollment to 1,000 men.

To teach this larger student body, college officials worked hard to recruit outstanding faculty and provide better pay and benefits. Some legendary professors, such as Lewis P. Jones '38 in the history department, arrived within a few years after the war. Philip S. Covington, who served as the college's academic dean during the 1950s and 1960s, displayed a remarkable knack for looking beyond curriculum vitae to spot great teachers. The story goes that he met geologist John Harrington on an airplane flight. Covington talked Harrington into coming to Wofford even though the college had no major in his subject and no plans to add one. "Dr. Rock" taught his famous bus-trip laboratories into the 1970s and changed the lives of dozens of students.

Despite these efforts, Wofford still was not really ready for the "Boomers" when they finally began arriving on campus in the late 1960s. As the distinguished sociologist Wade Clark Roof '61 has said, they were (and are) "a generation of seekers" inclined to ask tough questions and

unwilling to accept arbitrary authority and institutions. While students did not doubt that administrators cared deeply about their welfare, they still squawked about a long list of rules, room inspections, and twice-a-week chapel assemblies. Even at this late date, first-year students wore beanies and were "ratted" by upperclass students during their first weeks on campus. As one student remembered, "Frank Logan '41 (the dean of students) couldn't keep you from going straight to hell, but he could relentlessly harass you on your way down."

When President Paul Hardin III arrived on campus to begin his administration in 1968, he found few radicals and revolutionaries among the students, but he felt that major changes in residence life policies and programming were overdue. A new "Code of Student Rights and Responsibilities" guaranteed academic and political freedom for students and established a judicial process regulating campus behavior. Another committee drew up a constitution for a campus union that reorganized and sought to empower student government. Though there have been occasional embarrassments over the years, the policy of treating Wofford students as adults has proved to be healthy and wise. It has been a principle that the college steadfastly has defended, while at the same time taking steps to ensure that caring, personal attention is available to students when they need it. An effective campus ministry and service-learning program in the United Methodist tradition undergirds this commitment.

The college implemented curricular reforms to encourage faculty creativity and give students more choices. The 4-1-4 calendar and the Interim term permitted a student to spend the month of January working on a project of special interest. The Interim became a popular feature of the Wofford experience, particularly for career-related internships, independent research or foreign travel. Wofford's first-year humanities seminars, pioneered in the 1970s, were copied at institutions large and small. Although a broad liberal arts core curriculum remained in place, pruning departmental requirements made it easier to double or even triple major. Students also were permitted to arrange interdisciplinary majors in the humanities or intercultural studies.

Wofford also began to confront its need to become a more inclusive community. This process has been evolutionary and remains ongoing. After observing a token but troubled period of racial desegregation at flagship universities across the South, the Wofford Board of Trustees in the spring of 1964 announced that applicants for admission henceforth would be considered without regard to race. Wofford thus became one of the first independent colleges across the "Cotton Belt" to take such a step voluntarily. Albert W. Gray of Spartanburg was one of several African-American men admitted to Wofford after the trustees' announcement, and he enrolled without incident in the fall of 1964. Residential co-education at Wofford became a reality with the Class of 1980, and by the mid-1990s, women made up more than 45 percent of the student body. From the beginning, Wofford women were high achievers, winning more than their proportional share of academic honors and exercising effective leadership in campus organizations of every kind.

In 1972, having demonstrated his ability as a faculty member and in several administrative positions, Joab M. Lesesne Jr. replaced Hardin as Wofford's president, serving until he retired at the end of the 1999-2000 academic year. Lesesne oversaw much success at the college. In 1972, Wofford's endowment market value was \$3.8 million; in 1999, it was approximately \$90 million, thanks in part of a \$13 million bequest from the estate of Mrs. Charles Daniel. The downtown campus doubled in size, and new structures included the Campus Life Building with its Tony White Theater and Benjamin Johnson Arena, the \$6 million Franklin W. Olin Building, the Papadopoulos Building, the Roger Milliken Science Center,

and three new fully networked residence halls. The college received national recognition as a “higher education best buy” and came to be listed in most of the selective colleges guides.

Since the early 1960s, Wofford had been struggling to find an athletic identity — the college’s investment exceeded the norm for “good time sports,” but it was insufficient to attract the best student-athletes or improve national visibility. Aging facilities were painfully inadequate for a program that aspired to meet the recreational, intramural and intercollegiate requirements of a larger, more diverse student body. Wofford carefully moved step-by-step from NAIA to membership in the Southern Conference, NCAA Division I. The construction of the Richardson Physical Activities Building, Gibbs Stadium and the Reeves Tennis Center allowed Spartanburg and Wofford to become the summer training camp home of the NFL’s Carolina Panthers, founded and owned by Jerry Richardson ’59. In the 2000s, Wofford football teams made four trips to the NCAA Football Championship Series Playoffs, and Wofford claimed SoCon championships in baseball, men’s soccer and men’s basketball. In the five years beginning in 2006-2007, Wofford won the SoCon’s D.S. McAlister Sportsmanship Award three times and ranked high in its NCAA Academic Progress Rate statistics.

After he became Wofford’s 10th president in 2000, Benjamin B. Dunlap completed the long-awaited restoration and technological modernization of “Old Main,” with particular emphasis on Leonard Auditorium. Located on the first floor were the Campus Ministry Center and Mickel Chapel, with several memorials to faculty and alumni. After careful study, Wofford trustees approved a gradual plan to increase the size of the student body to about 1,600 with a full-time faculty-to-student ratio of 1 to 11. Making this growth possible was the development of the award-winning Wofford Village with apartment-style housing to renew personal relationships among seniors while further connecting them with lifestyles they planned to take up as they graduated and moved out into the world. “Fun Funds” also broadened social and recreational opportunities involving the entire student community. Dunlap went on to challenge the faculty to “make connections,” combining the core curriculum with new majors in theatre, Chinese and environmental studies as well as advanced and highly innovative opportunities for research, internships and study abroad. In 2008, he signed the Presidents Climate Commitment, signaling the beginning of a new “Gold, Black & Green” initiative. Its academic component was an interdisciplinary major in environmental studies that incorporated perspectives from the natural sciences, social sciences and the humanities. Students studied both on campus and at the Goodall Environmental Studies Center at Glendale, S.C., which has received LEED Platinum certification. Annual Open Doors surveys conducted by the Institute of International Education consistently ranked Wofford in the top 10 of all colleges and universities in the nation in the percentage of students who received academic credit overseas. Faculty earned national recognition in the development of multi-disciplinary learning communities.

As the Class of 2012 prepared to graduate, the popular Dunlap announced that he would retire as the college’s 10th president on June 30, 2013. The closing years of his tenure saw some exciting new institutional developments that helped bridge the gap between educational theory and action. The Space in The Mungo Center, established in 2010, focused on building upon a liberal arts foundation to help students develop an advanced set of professional skills desired by employers and valued in the marketplace. The Center for Global and Community Engagement provided new perspectives on spiritual life and mutual understanding as well as new avenues of service to a hopeful city facing many challenges. The Center for Innovation and

Learning supported the faculty with fresh ideas and added resources for the improvement of teaching.

On July 1, 2013, Dr. Nayef H. Samhat became Wofford’s 11th president. He had been provost and professor of political science and international studies at Kenyon College in Gambier, Ohio, since 2009. Samhat held several positions at Centre College in Danville, Ky., from 1996 to 2009, including associate dean of the college, the Frank B. and Virginia Hower Associate Professor of Government and International Studies, chair of the Division of Social Studies, and the National Endowment for the Humanities Associate Professor of Government and International Studies. He also served as the coordinator of the Environmental Field Experience Program and an instructor in the Department of Political Science at Northwestern University in Evanston, Ill., from 1995 to 1996.

After receiving his bachelor’s degree in international affairs from The George Washington University in Washington, D.C., in 1983, Samhat received his master of international affairs degree from Columbia University in New York City. He received his Ph.D. in political science from Northwestern University, where he also received a minor in comparative political economy.

If William Wightman could return to the Wofford campus today, he undoubtedly would look with pride at his Main Building, freshly restored and renovated to serve new generations of 21st century students. He surely could relate to the Wofford woman of the Class of 1991 who wrote, “It is through Wofford that I found myself. And it is through the memories of my time there that my joys are intensified and my miseries are lessened. The majestic white building that I know as ‘Old Main’ is the harbor for my soul, and whenever I need strength, I call upon those twin towers to give it to me.”

Standing beneath the high towers, Wightman also would perceive roots that have grown continuously deeper since the college’s beginning. Methodist Bishop William H. Willimon ’68 is the former dean of the chapel at Duke University and the father of two Wofford graduates. He explained it this way: “Education is not buildings, libraries, or faculty with big books. It’s people, the mystery of one person leading another as Virgil led Dante, as Athena led young Telemachus, to places never yet imagined, through thoughts impossible to think without a wise guide who has patience with the ignorance, and therefore the arrogance, of the young. Wofford and its faculty have a way to helping students believe in themselves — yet never to excess. I loved it all.”

So, the words that Professor K.D. Coates wrote for the Wofford Centennial in 1954 still ring true in the third millennium: “Somehow, in spite of all the complexities, the individual student still manages to come in contact with the individual teacher. And occasionally too, as in the old days, a student goes out and by words and deeds makes a professor remembered for good intentions, and a college respected for the quality of its workmanship.”

The Honor Code

Because Wofford is committed to the moral growth as well as the intellectual growth of its students and staff, and because academic freedom and responsibility demand that members of the community embrace principles of good conduct, the college emphasizes personal integrity as its highest value. Dishonesty is especially destructive of the academic process. *The Honor Code* requires students to pledge honesty in their academic work and sets forth appropriate responses to those who

violate that pledge. *The Honor Code* is published yearly in the *Student Handbook*.

Study Abroad Opportunities

Qualified students are urged to consider opportunities for study in other countries. Such experiences offer invaluable educational enhancement and help develop intercultural awareness.

Several examples of available study abroad programs are outlined below. Interested students may consult the Office of International Programs (<http://www.wofford.edu/internationalprograms>) staff for information about the opportunities.

International Programs

Wofford's associations with the Council on International Education Exchange (CIEE), the Institute for the International Education of Students (IES), the School for International Training (SIT), the Danish Institute for Study Abroad (DIS), and other programs make available a number of opportunities for year-long, semester-long, January and summer programs of study abroad in Europe, Africa, Asia, Australia, as well as North America, Central America and South America. In addition, Wofford-sponsored faculty-led opportunities are available during Interim. The office also assists students in applying to participate in credit-bearing internship programs in Washington, D.C., and New York, N.Y.

These programs offer a wide variety of courses and specialized curricula; several do not require preparation in a foreign language, but do require on-site language study. For participating Wofford students, credits in these programs are awarded by Wofford and thus are included in the computation of the cumulative grade-point averages of those students. Financial aid may be applied toward program costs and other educational expenses for approved semester study abroad programs.

When a student undertakes an approved study abroad program whose calendar precludes his or her participation in the Wofford Interim in that year as ordinarily required, satisfactory completion of the study abroad program will stand in lieu of completion of an Interim project for that year but no Interim credit hours are awarded. Satisfactory completion is defined as earning a minimum of 12 credit hours with a term GPA of 2.0.

Further information about these programs is available in the Office of International Programs (<http://www.wofford.edu/internationalprograms>).

The Presidential International Scholar

Through the generosity of a friend of the college, each year one rising junior or senior is given financial support for study and travel in developing nations of the world. Selected by the president of the college, the recipient, known as the Presidential International Scholar, is expected to plan a program of research and experience in the developing world. This special opportunity is intended to expose students to diverse world cultures and some of the problems that define the contemporary world. The campus community is made more aware of the diversity of human experience and the need to learn from the people of the developing world through presentations the Scholar makes upon returning to campus.

The Sandor Teszler Library

Wofford's Sandor Teszler Library is a three-level building featuring a wide array of information resources and a variety of flexible research, study, and collaborative accommodations for nearly 400 people. In service

since the fall of 1969 and named as one of the "Outstanding Buildings of the Year" by the South Carolina Chapter of the American Institute of Architects, the building was dedicated in 1971 and named for Sandor Teszler, who was a respected leader in the textile industry.

Wofford's library offers students numerous print and electronic resources and other media to support their work in all academic areas. Its Google-like discovery service, called Wofford OneSearch (<http://wofford.summon.serialssolutions.com>), enables students to search over 500,000,000 resources, including e-books and e-journals, from anywhere in the world. Additionally, the library offers dozens of databases focused on disciplines across the curriculum. The library is a member of PASCAL, South Carolina's academic library consortium, which provides shared access to print and electronic collections among all the state's institutions of higher education.

Also housed in the library are the Wofford College Archives, and the records and historical materials of the South Carolina Conference of the United Methodist Church. In addition, Special Collections houses some 6000 volumes of material dating from the 16th through the 21st centuries, many of which were part of the College's original library collection. A diverse subcollection, the Littlejohn Collection, contains an array of manuscripts, archives, and objects. Increasingly, many of these rare and unique resources are being made accessible online through our "Digital Commons" (<http://digitalcommons.wofford.edu>).

The library, which is transforming into a student-centered academic commons, has a staff of 16 who provide many services, including research assistance and instruction in using the library's rich holdings. Library staff members are available 93 hours a week to assist students, faculty, and staff. The building also includes conference areas with media facilities, the college's Writing Center, and a gallery with a changing schedule of exhibitions through the course of each year. The library's web site (<http://www.wofford.edu/library>) provides access to our full range of services and resources. Wireless access is available throughout the building.

Emerging Leaders Initiative (ELI)

The Emerging Leaders Initiative (ELI) (<http://www.wofford.edu/campusministry/content.aspx?id=14332>) provides students with an opportunity to engage in vocational discernment and explore church leadership and theological education while at Wofford. ELI participants may be awarded scholarships connected with their participation in the program. They have a personal mentoring relationship with the chaplain of the college. The program includes six focus areas:

- self-awareness
- service and social action
- vocational discernment
- spiritual direction
- theological education
- ministry inquiry

Students in ELI may participate as ELI Scholars or ELI Fellows. Scholars may receive scholarships and participate in self-awareness, service, social action and vocational discernment. Fellows receive scholarships and participate in the six focus areas. Admission to the program is on a rolling basis, and begins with a personal interview with the chaplain.

The Space in the Mungo Center

Founded in 2010, The Space in the Mungo Center (<http://www.wofford.edu/thespace>) houses programs that bridge the space between college and life after graduation. The programs leverage the college's liberal arts foundation and focus on developing skills and talents that give Wofford students a competitive advantage regardless of the future they pursue.

The Space truly changes the paradigm of preparing students for the transition to life after college by providing practical tools and hands-on experience for the world of work. Whether students anticipate a career in business, non-profits, medicine, law, entrepreneurship, or anything in between, The Space will help them get there.

The Space to: Prepare

The Space to: Prepare houses the Career Development office, focused to help Wofford students develop the skills necessary to gain meaningful employment or entry into graduate or professional programs of study.

From resume preparation to skills assessment and professional skills workshops, The Space to Prepare will teach the skills needed to find the right job or graduate school after Wofford.

The Space to: Explore

The Space to: Explore focuses offers unique and robust internship opportunities that are focused to complement the learning students receive in the classroom. These domestic and international opportunities are great additions to your resume and help you discover things you would love to do after Wofford.

The Space to: Launch

The Space to: Launch has two areas of focus, the Start-up Factory is for those students who have a business, have a desire to start a business or nonprofit, or have the perfect idea for one; and a certificate program in Entrepreneurial thinking. The latter program is in the works for this year and will continue to evolve. The former is the place for students to receive coaching, advice, connections, and support for their ideas and projects. Launch allows students to follow their dreams all while creating incredible experience geared to set you apart from other applicants.

Admission

Wofford College admits, on a competitive basis, men and women of good character who demonstrate the potential for successful academic work at Wofford. The college seeks students who are ready to assume responsibility for their personal behavior and for their learning, and who will contribute to the campus community. Wofford welcomes students from diverse racial, cultural, economic, geographic and religious backgrounds. Students interested in applying for admission should visit the Wofford Admission (<http://www.wofford.edu/admission>) website.

It is preferred that first-year and transfer students matriculate in the Fall (September) or Spring (February) semesters.

Campus Visits

Applicants and other interested students are encouraged to visit the campus and talk with college representatives. Visitors are served more effectively when arrangements are made in advance. Appointments for interviews, Admission presentations, and campus tours can be scheduled for weekdays at 10:00 am and 2:00 pm and for Saturdays at 10:00 am (during the school year only). Also, several times each year the college hosts special events for high school juniors and seniors.

Interested students and parents should contact the Admission Office (admission@wofford.edu) for further information about these and other opportunities for visiting the campus.

Requirements for Admission

Students should prepare for the challenges at Wofford by taking strong academic programs in high school. Students should be in the senior year of high school when they apply for admission, and normally must be high school graduates when they enroll at Wofford. While the college does not prescribe a rigid set of course requirements for admission, it is strongly recommended that applicants' high school study include the following:

| | |
|--------------------|---------------------------|
| English | 4 years |
| Mathematics | 4 years |
| Laboratory Science | 3 years |
| Foreign Language | 3 years (in one language) |
| Social Studies | 2 years |

Each applicant is judged on his or her merit as a potential Wofford student. In reaching each of its decisions, the Committee on Admission pays particular attention to the applicant's courses, grades, level of curriculum, class rank, test scores, extracurricular leadership and service, and recommendations from the guidance counselor, and others who know the student well.

The college will consider applicants whose educational circumstances are unusual. Students desiring to enter Wofford prior to attaining a high school diploma and students who by nontraditional means have attained the equivalent of admission requirements will be considered on an individual basis. The Committee on Admission carefully reviews such applicants and may grant admission upon evidence of superior ability and maturity. An interview with an Admission staff member is strongly suggested for these applicants.

Dual Enrollment Requirements for High School Juniors & Seniors

Wofford offers a program of dual enrollment through which qualified students may combine high school study with study in college. Application may be made in writing to the Director of Admission.

The dual enrollment program provides the opportunity for students to take semester courses at Wofford while still enrolled in high school as juniors or seniors. The limit is two such courses per semester, but normally the dual enrollment student would take only one at a time. Credits earned in these courses are applied toward the degree at Wofford and may be transferred subject to the regulations of other institutions. Applicants for this program must be in college preparatory work in high school, must rank in the upper 10th of their class, and must be recommended by their principals. The course fees for students in this program are equal to the per-semester-hour fee charged during summer school.

Application Procedures

Students interested in applying for admission should visit the Wofford Admission (<http://www.wofford.edu/admission>) website, which contains the necessary forms and instructions for both first-year students and transfer applicants. Also provided are links to financial aid, scholarships, "Fast Facts" about Wofford, a profile of the current incoming class, and a virtual tour of campus.

Here is a summary of application procedures and policies:

1. Each person seeking admission must complete the Common Application (<https://apply.commonapp.org>) and submit it with a \$35 non-refundable application fee to the Admission Office.
2. Transcripts and other documents regarding previous academic work provide important information about students' academic history and potential. For **high school applicants**, high school transcripts and the Common Application School Report are required and are to be sent directly to the Admission Office by the schools attended. For **transfer applicants**, transcripts of both high school and college work are required; all these materials are to be sent directly to the Admission Office by the schools and colleges concerned. For **home school applicants**, accredited home school transcripts (if applicable) and/or portfolios recording all high school work completed are required. These should be sent to the Admission Office by the persons who supervised the schooling.
3. The results of performance on standardized tests are helpful in assessing students' potential for success at Wofford. **Applicants for the first-year class and transfer applicants** are required to submit either Scholastic Aptitude Test (SAT) scores or American College Testing Program (ACT) scores. The SAT or ACT writing test also is required.
4. Letters of recommendation from teachers or other respected adults who know first-year or transfer applicants well are encouraged. Such letters may be sent to the Admission Office.

Admission Decisions

The table below indicates the application deadlines and the corresponding notification dates.

| Notification Priority | If Completed Application Is Received By | Admission Decision Will Be Mailed |
|-----------------------|---|-----------------------------------|
| Early Decision | November 1 | December 1 |
| Early Action | November 15 | February 1 |
| Regular Decision | January 15 | March 1 |

Students whose completed applications are received after January 15 will be notified of their status on a rolling basis after March 1 if space is available.

Students admitted for the fall semester may reserve space in the student body by submitting the required deposits on or before May 1. These deposits, which are *nonrefundable*, are \$500 for resident students and \$300 for commuting students. The deposits are applied toward the comprehensive fees due for the fall semester (or, for students entering Wofford in the spring semester, are applied toward the comprehensive fees due for that semester). Available spaces in campus residence halls are limited, and assignments to them are made according to the dates the deposits are received by the Admission Office.

Early Decision

This application deadline is recommended for students for whom Wofford is a clear first choice.

Early Decision at Wofford allows students for whom Wofford is a first choice to commit to the college at the point of application. To apply for Early Decision, students must submit a completed application for admission and other required information by November 1. Students who are admitted Early Decision are expected to enroll at Wofford. This application deadline is binding, and students admitted through Early Decision must pay their \$500 nonrefundable housing deposit (\$300 for commuting students) by January 15 and withdraw applications to all other colleges or universities. Students applying for Early Decision to Wofford may not apply to other institutions in a binding Early Decision option.

All applicants for Early Decision can be considered for merit and need-based financial aid. If, after signing the Early Decision agreement and committing to enroll at Wofford if admitted, Wofford is not affordable, students applying for Early Decision may be released from the Early Decision commitment.

Early Action

This application deadline is recommended for students who do not have a clear first choice college at the point of application.

Early Action is a nonbinding application deadline and allows students to receive a decision about admission and scholarship earlier in the process than a Regular Decision applicant. Students must apply by November 15 and, if admitted, have until May 1 to make a decision about where they will enroll. The nonrefundable \$500 housing deposit (\$300 for commuting students) is due on or before May 1.

Regular Decision

This application deadline is recommended for students who do not have a clear first choice at the point of application and cannot meet the Early Action deadline.

Regular Decision is a nonbinding application deadline. Students must apply by January 15 and, if admitted, have until May 1 to make a decision about where they will enroll. The nonrefundable \$500 housing deposit (\$300 for commuting students) is due on or before May 1.

Transfer Student Admission

Prospective students that successfully completed coursework at other institutions of higher education may be considered for admission with advanced standing, provided they are eligible for re-admission to the institutions they last attended and that they meet the regulations governing admission to Wofford College. To be eligible for admission, transfer applicants are expected to present grade-point averages of at least 2.50 from four-year colleges and at least 3.00 from two-year colleges.

Wofford College will evaluate all coursework and accept that which is equivalent to course offerings at Wofford and/or determined to be applicable to the liberal arts curriculum.

Courses eligible for acceptance must meet the following criteria:

1. The grade must be equivalent to a 'C' (2.00) or higher
2. It must be similar to courses/programs offered at Wofford
3. It must be completed at an institution of higher learning recognized by one of the six regional accrediting associations

Wofford College credits are expressed in semester hours. Courses evaluated for transfer from colleges and universities with different credit systems (quarter hours, units, etc.) are converted to semester hours. The Office of the Registrar determines which courses will transfer to the college, whereas the Chairs of the specific academic departments determine the applicability of the course to majors, minors, programs, etc.

The maximum number of credit hours accepted upon transfer is 62 semester hours (exclusive of credit in basic military science). No more than two semester hours in physical education will be accepted. The college will not accept credit for any course work completed as part of a wilderness expedition, leadership training (NOLS), semester at sea program, Project Lead the Way, or Boys/Girls State. Also, courses offered by correspondence, television or extension will not be accepted. Grade-point averages are not transferred, only credit hours. Wofford's residency requirement stipulates that the last 34 credit hours of coursework and more than half of the requirements for the major/minor must be completed at Wofford College in order to earn a Wofford degree.

AP, IB, Dual Enrollment

Wofford policies regarding the acceptance of degree credits earned prior to a student graduating from high school are aimed at rewarding academic achievement while sustaining the belief that the most fulfilling Wofford experience is one that encompasses four years. Wofford values the academic preparation a student undertakes while in high school whether that is through traditional high school courses, advanced placement, or dual enrollment, but considers that work foundational. Consequently, new first-year students are limited in the

number of credit hours they can be awarded prior to matriculation. These limits are as follows:

1. A maximum of 24 credit hours earned prior to enrollment may be awarded to first-year students from all sources, including but not limited to Advanced Placement, International Baccalaureate, dual enrollment, CLEP, and all other college credit.
2. Students who legitimately exceed the 24 credit hour limit may choose which credits will apply. Students may adjust their credits at any time by contacting the Registrar's Office.
3. Immaterial of the credit granted, individual programs have the prerogative to determine equivalencies, waive lower-level requirements, and place students in appropriate courses.

Dual/Joint Enrollment

Due to unique nature of dual/joint enrollment programs, a number of special conditions apply to these credits:

1. Courses/credit hours used to meet high school graduation requirements will not be applied to the Wofford degree.
2. Students must complete the First-Year Student Credit Transfer Request form and submit it to the Office of the Registrar prior to the credits being added to the Wofford transcript.
3. An official transcript from the institution of higher education awarding the credit must be sent to the Registrar's Office.
4. Credit will not be awarded from the high school transcript. The grade earned in the course, must be a 'C' or higher.

Advanced Placement (AP)

A score of 4 or higher must be made on each test for the work to be awarded credit at Wofford. The one scoring exception is the Calculus BC test on which a score of 3 or higher must be earned. Students must request official scores from the College Board be sent directly to Wofford College in order to be evaluated for credit. Other policy variances include the provisions that no credit is awarded for the International English Language Exam; students completing the Physics C examinations must make acceptable scores on BOTH tests to receive exemption and/or credit; and that for prospective chemistry majors a validation test is required in order to receive credit for both Chemistry 123 and 124. A complete listing of AP scores (<http://www.wofford.edu/registrar/apChart.aspx>) and the equivalent credits awarded can be found online.

International Baccalaureate (IB)

Wofford offers credit for higher level IB examinations with a score of 5 or higher. No credit is awarded for standard level courses. An IB Transcript of Results must be requested by the student and sent directly to Wofford College from the International Baccalaureate Organization. A complete listing of IB scores (<http://www.wofford.edu/registrar/IBchart>) and the equivalent credits awarded can be found online.

College Level Examination Program (CLEP)

While Wofford does not award credit on the basis of General Examinations, credit may be awarded for the Subject examinations. However, in order to be awarded credit the exams must be completed and the scores reported to the Office of the Registrar prior to enrollment. Students must request a CLEP transcript from the College Board be sent to Wofford for evaluation and awarding of credit. CLEP Information

and FAQs (<http://www.wofford.edu/registrar/CLEP>) can be found on the Registrar's website.

Cambridge International Examinations (CIE)

Wofford awards six to eight hours credit per class for A levels with a grade of A or B as long as the CIE subject is within the Wofford curriculum.

Military Experience

Students who are or were eligible members of the United States Armed Forces may earn Wofford college credit for college-level training and education acquired while serving in the military. Students with military training or coursework that is recognized by the American Council on Education (ACE) may be granted college credit subject to institutional transfer practices on equivalencies, limitations, levels, etc. Military training and coursework will be accorded the same treatment as any other transfer credit with the addition of the ACE Guide to the Evaluation of Education Experiences in the Armed Services for determining equivalency and alignment of military coursework with Wofford college courses. If the coursework fulfills a general education, major, or other degree requirement, the credit will be granted for meeting that requirement. Appropriate course credit may include free elective course credits which come with hours toward graduation, but do not fulfill a specific requirement. The ACE website, College Credit for Military Service (<http://www.acenet.edu/higher-education/topics/Pages/College-Credit-for-Military-Service.aspx>), outlines their policies, recommendations, and guidelines. Former enlisted personnel who have served at least six months on active service in the armed forces may be granted three hours elective credit for that experience. If they have served for two or more years, they may receive six hours elective credit.

Readmission of Former Students

The readmission process is administered by the Office of the Registrar. A student who has discontinued enrollment with Wofford and who wishes to return must apply to the Office of the Registrar for readmission at least 30 days prior to the date the student wishes to re-enter. A former student who enrolled at another institution of higher education during his/her absence from Wofford must submit an official transcript from the institution(s) attended. The transcripts should be sent directly to the Registrar's Office. In addition to official transcripts, students who attended another institution must also submit the Verification of Good Standing form which is to be completed by the Dean of Students (or equivalent) at the previous/current institution. Both the the Application for Readmission (<http://www.wofford.edu/registrar/forms.aspx>) and the Verification of Good Standing (<http://www.wofford.edu/registrar/forms.aspx>) forms are located on the Registrar's website.

Campus Life and Student Development

Wofford College staff members work to provide opportunities and guidance for students to develop a community in which they grow mentally, spiritually, socially, emotionally, intellectually and physically. Campus life programs are intended to enable students to become persons who will make a positive difference in the communities in which they will live.

The Dean of Students exercises general supervision over the student development and campus life programs intended to help meet the needs and to cultivate the capacities of students. Services are available through the offices of:

- Student Affairs
- Greek Life
- Hugh R. Black Wellness Center
- Campus Recreation, Intramurals and Club Sports
- Diversity & Inclusion
- Residence Life
- Student Activities

Residence Life

Wofford operates seven residence halls and the Village apartments accommodating more than 92 percent of the student body. All single full-time students, except those commuting daily from their parents' homes or the homes of other relatives (i.e., grandparents, aunts, uncles, or married brothers or sisters) are required (assuming rooms are available) to live in the college residence halls and to take their meals on campus. Upon application, exceptions may be granted by the Dean of Students or the Assistant Dean of Students to students who are in active military service or who are veterans of two years of military service, students who are regularly employed 35 hours or more each week and whose schedules would make living in the residence halls or taking meals on campus impractical, or students who for reasons of health, certified by a physician or practicing psychologist, have residence or dietary needs that could not be met in the residence halls. Students otherwise eligible to live in residence halls must have special permission from the Dean of Students to do so during any semester in which they are enrolled for fewer than nine semester hours.

Each resident student pays a \$250 residence hall deposit which is held in an account by the college as long as the student reserves or resides in college housing. When there are residence hall damages for which a student is responsible, the student will be charged for them and the charges will be deducted from the account. The student must maintain a balance of \$250 in the account. At the time a student ceases to reserve or reside in college housing, the balance of the deposit becomes refundable.

Resident students must submit a nonrefundable \$500 room deposit by March 15 to reserve a room for the next academic year. The college guarantees housing for first-year students who submit a deposit by May 1. Rooms for upperclass students are assigned through an annual lottery. For the lottery, seniors will be given priority, then juniors, then sophomores. While a few single rooms are available, most residence hall rooms are designated for double occupancy. Insofar as facilities permit,

resident students, including first-year students, are assigned to rooms with requested roommates.

The residence hall rooms are equipped with outlets for the college computer network, the Internet and cable television. Wireless is also available in much of the residence halls. All rooms are furnished with single beds, mattresses, dressers, desks and chairs. Residents are expected to supply their own linens and accessories. Wofford recommends that students insure their belongings as Wofford cannot take responsibility for lost or stolen property or property damaged by fire or other causes.

Members of the Residence Life staff, selected for their abilities to assist and advise students, live in the residence halls. They work with the residents to create an atmosphere conducive to the well-being of all students and to encourage the recognition that residents must be responsible for maintaining such an atmosphere. Residence Life staff members are alert to the needs of students who have academic or personal concerns.

Wofford's regulations and policies regarding campus life and student conduct are stated in the Student Handbook. *The Honor Code* and the *Code of Student Rights and Responsibilities* as well as specific statements on such matters as possession of alcoholic beverages, the prohibition of illegal drugs, the use of automobiles, and students rights of due process are defined in the Student Handbook. All students are expected to be familiar with the information in it. The Residence Life (<http://www.wofford.edu/residenceLife>) website provides additional policy, dining, and housing information.

Student Involvement

The staff in Student Affairs provides expanded programs, services, guidance and leadership opportunities that enrich students' educational experiences at the college. The staff and student leaders from more than 100 student organizations implement programs that encourage personal growth, promote civic responsibility, embrace differences, model responsible leadership, enhance Greek life, provide entertainment and engage students on campus and in the Spartanburg community.

The Student Affairs Committee, composed of members of the faculty, staff, and student body, is responsible for the recognition and regulation of student organizations. Applications (<http://www.wofford.edu/campuslife/charterapplication>) to charter a new organization can be found on the Campus Life website. More information about student activities may be found in the Student Handbook (<http://www.wofford.edu/uploadedFiles/studentLife/Student%20Handbook.pdf>).

College Organizations

Wofford supports more than 100 chartered organizations, (<http://www.wofford.edu/studentorganizations>) including intramural teams, musical groups, and Greek-letter fraternities and sororities all of whose programs and activities enrich our campus environment. In creating, managing and participating in these organizations, students grow and develop individually as leaders and collectively as a community.

Social Fraternities and Sororities

Greek Life (<http://www.wofford.edu/greeklife>) is an important component of the culture and history at Wofford College. Approximately 50 percent of Wofford's student body is currently a member of a Greek letter

organization. Membership in one of the many social fraternities and sororities provides many valuable resources to the community. These organizations strive to assist members in developing leadership skills, personal growth opportunities, and work to build a community that fosters lifelong bonds of brotherhood and sisterhood. Each fraternity or sorority is supported by one of the three governing bodies of Greek Life:

Interfraternity Council – the governing body for Wofford College's six IFC fraternities on campus (Kappa Alpha Order, Kappa Sigma, Pi Kappa Alpha, Pi Kappa Phi, Sigma Alpha Epsilon, Sigma Nu).

Panhellenic Council – the governing body for our four National Panhellenic Conference sororities on campus (Delta Delta Delta, Kappa Alpha Theta, Kappa Delta, Zeta Tau Alpha).

National Panhellenic Council – the governing body for our two historically African American fraternities and sororities on campus (Omega Psi Phi and Phi Beta Sigma).

The Sigma Rho chapter of Order of Omega, a Greek Honor society, was founded on March 9, 2011. Order of Omega seeks to recognize fraternity men and women who have attained a high standard of leadership in Greek-letter organizations and activities.

Intramurals, Recreation, and Club Sports

The Director of Intramurals, Recreation & Club Sports organizes and promotes a comprehensive program that encompasses team sports, individual sports, fitness classes, club sports, and various recreational activities. Team sports leagues offered are Terrier Tag, Soccer, Dodgeball, Basketball, and Softball. Individual sports offered include Tennis, Racquetball, and Disc Golf. Recreational activities include daily Fitness Classes, and Outdoors Club, a Fly-Flying Club, Basketball and Beach Volleyball at the Village, and an equipment check-out program. Club Sports that are currently active include Men's Lacrosse, Women's Volleyball, Golf, Soccer, Ultimate Frisbee, and Equestrian.

Diversity & Inclusion

The Office of Diversity and Inclusion is one of the major focuses of the Student Involvement Program. The office helps cultivate a community of inclusion for all of the Wofford community and prepares students for our global society. The Office of Diversity & Inclusion has the primary responsibility of development and coordination of outreach and awareness programs which promote diversity and inclusive education for the campus community.

Diversity education includes working with students of various races, creeds, religions, national origins, and/or sexual orientation. Outreach areas include, but are not limited to residence life programming, student life programming, general student contact and referral, professional and student staff development, training and orientation of student staffs, and program support to student organizations.

Additionally, the Office of Diversity & Inclusion offers direct support to students from diverse populations and advises cultural student organizations on campus to help promote a culture of awareness, equity, and inclusion.

Student Activities

The goal of Student Activities (<http://www.wofford.edu/sociallife>) at Wofford is to provide a wide variety of opportunities for a vibrant social life for all Wofford students. Wofford Activities Council is a committee of Campus Union responsible for planning and implementing campus-wide social, cultural, recreational and intellectual events throughout the year. WAC meets weekly to plan programs and events, including monthly trivia nights, movie nights, band parties, Homecoming, Spring Weekend, and Wofford's Got Talent. Wofford Live is the concert committee of Campus Union, responsible for hosting several large scale concerts throughout the year. Students and organizations interested in hosting an event on campus can apply for funding through Campus Union.

Publications

A Publications Board composed of students and faculty members exercises financial control over the three principal student publications and elects their editors and assistant editors. In addition, the board is at the service of the student staffs for suggestions or advice concerning their work. Standards governing student publications are printed in the *Code of Student Rights and Responsibilities* found in the Student Handbook.

Publications under the jurisdiction of the board are:

- the Old Gold and Black, a campus newspaper
- the Journal, a literary magazine
- the Bohemian, a yearbook

The publications afford excellent training in journalism and in business management to those students who have special aptitude in those fields. Interested students are assisted and encouraged by the faculty in their efforts.

Center for Community Based Learning (CCBL)

The Center for Community-Based Learning (CCBL) is the central hub of Wofford's community engagement and a vital resource in fulfilling Wofford's strategic vision of preparing students for "meaningful lives as citizens, scholars and leaders."

The CCBL facilitates and strengthens partnerships between Wofford and its larger communities for the mutually beneficial exploration, application and exchange of knowledge and resources. These partnerships improve the human condition and enhance the public good; prepare Wofford students for meaningful, effective lives as citizen-leaders; and enrich the scholarship and character of Wofford College.

The CCBL inculcates Wofford's campus/community partnerships with best practices in higher education community engagement, including:

- **Place:** place-based learning that incorporates community understanding, context and assets, and includes community voice in defining relationships and projects.
- **Humility:** knowledge co-creation in which partners, students, and faculty share co-educator status.
- **Communication:** open, honest, transparent, civil, free-flowing in all directions.

- **Integration:** of both co-curricular and curricular contexts and structures.
- **Depth:** multi-year strategic agreements for capacity building.
- **Development:** grounding in appropriate student and partner developmental needs, changing over time.
- **Sequence:** scaffolded projects evolving over multiple semesters or calendar years.
- **Teams:** involving multiple participants at different levels.
- **Reflection:** structured and unstructured oral, written, and innovative formats.
- **Mentors:** dialogue and coaching by partners, peers, and/or faculty.
- **Learning:** collaborative and responsive teaching and learning opportunities.
- **Capacity-building:** designed to build the organization/agency over time.
- **Evidence:** integration of evidence-based or proven program models.
- **Impact orientation:** identifiable outcomes and strategies for evaluation and measurement.
- **Systems perspective:** systemic analysis of the root causes and consequences of poverty and other forms of social marginality.
- **Justice:** analysis of the role power played/plays in bringing about the situation and preserving the status quo, and the role it might play in moving towards a more just, more equitable system.

The Bonner Scholars Program

The flagship program of the CCBL is the Bonner Scholars Program. The program engages 60 deserving students in a robust servant leadership development program and 10 hours of service/week during the academic year in Spartanburg community plus at least two full-time summers. In return, the Bonner Scholars receive full-need scholarships and numerous other opportunities. Most Bonner Scholars are selected as entering first-year students and remain Bonner Scholars throughout their tenure at Wofford, growing in both their responsibility and impact over time. Student leaders within the program comprise the Bonner Leadership Team (BLT) and join student leaders from other Bonner programs around the country on the national Bonner Congress. Wofford's Bonner Scholars program is a joint venture of Wofford College and the Corella A. and Bertram F. Bonner Foundation in Princeton, New Jersey.

Other Programs, Activities or Collaborations of the CCBL

- **Community Service Federal Work Study (with the Office of Financial Aid):** If you are eligible for Work Study, you can choose to spend your work study time with one of our nonprofit partners, in an internship/project/placement setting.
- **Internships, capacity-building projects & volunteer placements with area nonprofits & governmental agencies**
- **Sullivan Social Innovation (with the Space):** The Algernon S. Sullivan Foundation has long been a benefactor of Wofford folks doing good in the world. Now, they are working with their grantee institutions to facilitate social innovation, offering workshops and summer experiences.
- **Support for Student-led Organizations:** Wofford is home to many student-led organizations. Whether the organization is a service organization (e.g., Alpha Phi Omega, Twin Towers, etc.), a solidarity organization (e.g., Association of Multicultural Students, Spectrum, etc.), a religious organization, or a social organization, the CCBL supports them with technical and other assistance in improving their community impact and student development.
- **Volunteer Income Tax Assistance (VITA):** The Earned Income Tax Credit (EITC) has been called the best poverty-fighting tool we have; and because people must be both working and low-income to qualify, it enjoys unprecedented bipartisan support. But, many people who qualify for the EITC don't claim it, because doing so feels complicated. To make matters worse, some tax preparation outlets claim the EITC for people and then take most of its benefit from them, in the form of tax preparation fees. With VITA, Wofford students are trained and then certified by the IRS in basic tax preparation. Some of Professor Jenny Johnson's Accounting students double-check the returns they prepare. And, some of Dr. Laura Barbas-Rhoden's Spanish students serve as interpreters at the tax clinic. All of the students say they learn about courage and resilience and social justice from the experience - sitting with, for example, parents who are working two or three jobs and are still not bringing in enough to make ends meet for their families. Each year, Wofford students prepare ~300 returns and bring back ~\$500,000 into the household budgets of low-income, Spartanburg families.
- **Civic Learning Initiative (with the Center for Innovation & Learning, and funding from the Arthur Vining Davis Foundations):** Discussions, workshops, site visits, reading groups, etc. for civic-minded faculty and staff; and 17 faculty & staff members identified as Civic Learning Fellows, intentionally teaching for civic learning in their classrooms and co-curricular programs and assessing for that learning through the use of e-portfolio reflections.
- **Community-Based Research Projects:** Our community partners have research needs. Our faculty and students can research things and learn in the process.
- **Milliken Community Sustainability Initiative (with many campus and community partners):** In 2015, Wofford was awarded \$4.25M for this initiative, complete with new courses, an embedded practicum with community partners and a new residence hall across Church Street in the Northside of Spartanburg.
- **Support for Faculty & Staff:** Increasing numbers of faculty and staff wish to incorporate service learning and/or community-based research and/or civic learning into their classes and co-curricular experiences. Some wish to get involved in the Spartanburg community on their own time, too.
- **Collegetown Community Engagement:** Wofford is one of seven institutions of higher education in Spartanburg. Their collective is referred to as "Collegetown." Because the seven share the same community, it makes sense for them to work together in positively impacting that community.
- **Community Advisory Board:** This group, comprised of the leaders of some of our closest community partner organizations, helps us incorporate community understanding, context, assets, challenges and opportunities in our shared work.
- **Recognition & Awards:** The CCBL recognizes campus and community stakeholders' work toward the common good, through awards like the John Bruce and Currie Spivey Awards; and seeks to gain recognition for Wofford's work toward the common good on the national stage, through awards like the Presidential Service Honor Roll Award and (hopefully) the Carnegie Foundation's Classification for Community Engagement.

Religious and Spiritual Life

As an institution related to the United Methodist Church, Wofford seeks to create a campus atmosphere congenial to spiritual development and social justice. The Methodist heritage fosters on the campus an appreciation of many faiths and a free exchange of ideas. Religious and spiritual life activities are under the direction of the Chaplain, who also serves as the Director of Interfaith Programs. These activities include regular services of worship and weekly celebrations of Holy Communion.

Religious groups from several traditions, including Jewish, Muslim, Hindu and Christian (Roman Catholic, Protestant, and Orthodox) have regular meetings and periodic lectures and forums. Professionally trained and credentialed leaders serve as campus ministers for these groups. Student-organized religious and spiritual groups also function on campus.

Para-church groups have staff and offer activities on campus and in the community. Convocations dealing with issues of religion, spirituality and ethics are made available to the campus community.

The Halligan Center for Religious & Spiritual Life

The Halligan Center for Religious & Spiritual Life is staffed by a Director of the Center and houses the Office of the Chaplain and the Director of Interfaith Programs. The Halligan Center serves as:

- The coordinating home for the diverse religious observance on the Wofford campus,
- A well-being resource for students, staff and faculty,
- Home to Wofford's expanding interfaith program, and
- Home to our engagement, from a faith perspective, of issues in the world today.

Whether one is wrestling with big questions or searching for a community of faith, attempting to discern talents, passions and strengths while deciding what to do in life, or ready to commit to direct service and action, the Halligan Center is a valuable resource of encouragement, contemplation and connection for the Wofford community.

The Halligan Center offers a variety of worship experiences on campus. Seasonal and traditional services of worship are held on selected days. Weekly meditation times are offered. Numerous study and discussion groups occur on campus, and travel and training travel opportunities offered. Listings are available outside the Halligan Center and by social media. In addition, the Halligan Center offers assistance to students of any faith who wish to find a local place of worship.

The College's Religious & Spiritual Life Committee offers advice and support and assists with policy making and advocacy around religious and spiritual life on the campus.

Convocations dealing with issues of religion, spirituality and ethics are offered frequently and are open to the campus community.

Interfaith Programs

One of Wofford's signature efforts is around interfaith programming.

Students from across a variety of religious and spiritual and secular worldviews come together to form friendships, learn from each other, and serve the community. The ability to function positively across lines of difference while being respectful is a critical need in today's world.

Wofford has consistently received national recognition for its leadership in Interfaith community service. Two Interfaith Fellows (students) lead the campus Interfaith Youth Core and the Better Together campaign.

Interfaith Programs at Wofford occur within both academic and co-curricular contexts. Faculty members offer courses on interfaith engagement. Monthly interfaith activities and events are offered, as are interfaith training and travel opportunities. Dr. Ron Robinson, Perkins-Prothro Chaplain & Professor of Religion, is the Director of Interfaith Programs.

Hugh R. Black Wellness Center

Medical Services

A campus health care program provides primary care for resident students and educates them on preventive measures concerning their health and well being. The college maintains an on-campus, limited-service clinic staffed Monday through Friday from 8:30 am to 5:00 pm by a licensed health care provider which includes a nurse practitioner throughout the week. The nurse practitioner hours are posted on the Wellness Center (<http://www.wofford.edu/wellnessCenter/nursePractitionerHours>) website. Students may be referred, when appropriate, to the college physicians in the Spartanburg community. The physicians are available for regular appointments.

Non-emergency visits to the Wellness Center, in the Hugh R. Black Building, should be made during regular office hours, 8:30 am -5:00 pm, and at times that do not conflict with classes. Students are encouraged to make appointments using the online scheduling located on the website. The student must assume the responsibility for communicating directly with the professor in matters concerning missed classes, assignments or exams because of illness. Please refer to the Excuse Policy for Illnesses for a full description.

The payment of the comprehensive fee entitles resident students to unlimited visits to the clinic on campus and to office visits with the college physicians in ordinary cases of illness. The fee does NOT provide, and the college does not assume, the cost of X-rays, special medications, special nurses, consulting physicians, surgical operations, laboratory tests, treatment of chronic conditions, convalescence from operations, or care in hospitals. Additionally, students that visit the Wellness Center may incur nominal fees for procedures, labs, physicals, injections and some prescription medications.

After-hours emergency care is available by calling Campus Safety at 864-597-4911. The officers on duty will contact the resident assistant or resident director on duty and/ or the Student Affairs staff member on call.

Spartanburg Regional Medical Center is located close to the college. The following community services are available to students as needed:

- *The Spartanburg Regional Medical Center Emergency Room and EMS are just minutes away and are available for emergency situations.*
- *Regional-On-Call is a free service. A licensed health professional provides accurate health and wellness information by phone. It operates 24 hours a day, seven days a week at 864-591-7999.*

Counseling Services

All currently enrolled Wofford College students are eligible for counseling services in the Wellness Center at no cost. These services are provided with the highest level of confidentiality by professional counselors and

are individualized based on each student's need. Students with chronic mental health needs or substance abuse issues may be referred to a mental health professional in the community and any fees incurred will be the student's responsibility. We are happy to assist these students and others who wish to see a counselor off campus in selecting the most appropriate resource. Wellness Center counselors are able to assist students with a variety of issues, from transition to college and minor adjustments to mental illness diagnosis and treatment.

Appointments can be made by visiting the link on the Wellness Center website or by calling the Wellness center at 864-597-4370 during business hours. In case of an emergency, Campus Safety should be contacted at 864-597-4911.

Accessibility Services

The Wellness Center staff coordinates assistance for students with disabilities. In accordance with the provisions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), Wofford College seeks to provide disabled students with reasonable accommodations needed to ensure access to the programs and activities of the college. Accommodations, determined on an individual basis, are designed to meet a student's needs without altering the nature of the college's instructional programs. A student with special needs must submit proper documentation through the student tab on myWofford. Guidelines for documentation are available from on the Wellness Center (<http://www.wofford.edu/healthservices>) website.

The Wofford Wellness Program

The Wofford Wellness Program provides the community with wellness programming throughout the year. Alcohol and drug education, referrals, OSHA training, and peer training on wellness issues also are available through Wofford Wellness.

Awards

The following awards are among those given annually through the college in recognition of student excellence in community service, scholarship, and leadership achievements.

The American Legion Award: Given to seniors for demonstration of academic excellence, courage, and campus citizenship.

The Association of Multicultural Students (AMS) Eric L. Marshall Legacy Award: Honors the positive and lasting legacy that Eric L. Marshall, a 2007 alumnus, left on the Wofford community. The award is given to a senior of color who emulates leadership, sincerity, pure servant's heart, trustworthiness, honesty, citizenship and love for humankind.

The Charles J. Bradshaw Award: A silver bowl is presented to a senior varsity athlete whose academic, leadership and citizenship contributions at Wofford best typify the ideals and contributions of Charles J. Bradshaw, student body president in the Class of 1959, whose example as parent, churchman, public-spirited citizen and practitioner of the American business system has brought honor to his alma mater.

The John Bruce Memorial Award: Given to the senior Bonner Scholar who has best demonstrated an overall commitment to the Bonner Program and its goals. The recipient is selected by fellow Bonner Scholars.

The George A. Carlisle Award: Made annually to the outstanding senior student member of the choral groups at Wofford. This award, honoring

the memory of George A. Carlisle, a 1920 Wofford graduate and noted lyric tenor soloist, includes a cash stipend, an appropriate memento, and recognition on a plaque permanently displayed in the Campus Life Building.

The Charles E. Cauthen Award: Given to a member of the Kappa Alpha Order social fraternity for academic achievement.

The W. Norman Cochran Award: Given for outstanding achievement in the field of student publications.

The Dean's Award: Given in those years in which a senior has made unusual contributions to the faculty and the academic program.

The Henry Freeman Award: Given to a senior who either begins a new volunteer program or breathes new life into an established one. This award is given only in years when there is a deserving recipient.

Helmus Poetry Prizes: Given for outstanding achievement in the writing of poetry.

The Global Citizen Award: Recognizes excellent academic and intercultural performance on a study abroad program, careful reflection upon return, and integration of skills acquired abroad into the senior year curriculum and future plans

The Honor Graduate Award: Presented annually to the graduating senior who has attained the highest grade-point average.

The William Stanley Hoole Award: Named for William Stanley Hoole, Class of 1924 and captain of the 1923 Wofford football team and awarded annually to the senior intercollegiate athlete with the highest academic average.

The Walter E. Hudgins Award: A medallion and a cash prize from an endowment fund created with memorial gifts and a bequest from the estate of Dr. Walter E. Hudgins, who was professor of philosophy at Wofford from 1972 until his death in 1986. This award honors students who not only perform well academically but also display intellectual curiosity and zest for learning and life outside the regular academic curriculum.

Journal Awards: Given for outstanding achievement in the writing of short stories.

The Kinney/Pi Kappa Alpha Award: Presented each year to the senior brother of Pi Kappa Alpha social fraternity who best exemplifies good campus citizenship, leadership and scholarship.

The William Light Kinney III Award: Presented each year to the outstanding first-year student member(s) of the Campus Union Assembly. It is named in honor of the late William Light Kinney III.

The J. Lacy McLean Award: Recognizes leadership and commitment to public affairs through community service.

The William James McLeod Award: A silver bowl and an honorarium is presented annually to a graduating senior who has demonstrated potential for future dedicated and selfless service to the church, the state, the nation, and Wofford College. His or her academic record, moral character, and community and college service are considered in making the selection. This award honors the ideals exemplified by the life of William James McLeod, who was a merchant and farmer of Lynchburg, S.C., known for his service to his nation as an infantry officer, his state as

a public official, the church as a Methodist layman, and Wofford College as a member of its first board of advisers from 1888 to 1890.

Military Science Awards: Awarded by various organizations to students enrolled in Military Science for outstanding character, performance, and potential for service. The outstanding Wofford cadet each year receives the Maj. Gen. James C. Dozier Award, named in honor of a member of the Class of 1919 who won the Medal of Honor in World War I.

The Outstanding Citizen Award: Given to the senior who has shown the greatest concern for and given the greatest service to the general improvement of Wofford College.

The President's Award: Given in those years in which a senior has made unusual contributions to the college.

The Presidential Global Studies Scholarship: Given to one or more rising junior or senior selected annually to study the language and culture of one of the world's most influential nations — Brazil, Russia, India, China, Turkey, or South Africa—focusing on a topic of the student's own choosing. A stipend covers costs. This unique opportunity is provided by a friend of the college to expose students to the diversity of cultures and problems that define the contemporary world.

The Presidential International Scholar Award: Given to a rising junior or senior selected annually to plan and conduct study and travel in developing nations of the world. A stipend covers costs. This unique opportunity is provided by a friend of the college to expose students to the diversity of cultures and problems that define the contemporary world.

The Arthur B. and Ida Maie S. Rivers Award: Presented annually to the member of the senior class who most exemplifies traits of integrity, virtue, gentleness and character. This award is supported by an endowment fund given by the late retired Col. R. Stafford Rivers, of Columbia, S.C., in memory of his parents.

The Currie B. Spivey Award: Given annually to the member of the college community whose work in the area of volunteerism has been truly exemplary. The award is presented in memory of Currie B. Spivey, a business leader, devoted volunteer and member of the board of trustees.

The Algernon Sydney Sullivan Award: Awarded annually by the college, as authorized by the Sullivan Foundation, to two men, one a member of the senior class, the other a non-student, in recognition of nobleness and humanitarian qualities of character.

The Mary Mildred Sullivan Award: Awarded annually by the college, as authorized by the Sullivan Foundation, to two women, one a senior student, one a non-student, in recognition of humanitarian character and in memory of Mary Mildred Sullivan, a woman of rare gifts, overflowing love and unending benevolence in the service of humankind.

The Switzer/Pi Kappa Phi Fraternity Leadership Cup: Presented annually to the senior member of Zeta Chapter of Pi Kappa Phi social fraternity who best exemplifies the standards of excellence in leadership, academics and social responsibility that are the foundations of both Wofford and the fraternity. The award plaque and the permanently displayed cup are given by James Layton Switzer, Class of 1980, and Paul Kent Switzer, Class of 1977.

Heart of a Terrier Awards: Given to those students who have made a positive and measurable difference on the campus and excelled in scholarship, leadership, campus citizenship and service.

The Benjamin Wofford Prize: Awarded for the novella judged clearly superior in the novel-writing course.

Tuition & Fees

For each academic year, the Wofford College Board of Trustees establishes comprehensive fees for resident and commuting students. These fees are set at the levels required for meeting the costs of the college's program, after those costs have been offset by endowment and other investment earnings and by annual gifts from alumni, parents, businesses, United Methodist churches, and other friends of the college.

The schedule for 2016-2017 fee payment was set as follows:

| | Payment Period 1 | Payment Period 2 |
|-------------------|------------------|------------------|
| Resident Student | \$28,545 | \$23,335 |
| Commuting Student | \$22,140 | \$18,105 |

The first payment period includes the fall semester and the Interim. A student who matriculates for the fall semester is responsible for payment for the entire period even if he or she elects not to attend the Interim. The second payment period is for the spring semester.

The comprehensive fee includes tuition and student activities fees, and in the case of resident students, includes room, board and limited health care services (p. 18). It provides for each student one copy of the college annual (but note that the staff of the annual has the authority to make additional charges for personal photographs appearing in it) and subscriptions to other student publications, admission to home athletic events, and participation in all organizations and activities that are intended for the entire student body. No assessment by classes or by the student body can be made except by special permission of the college administration.

The comprehensive fee also does not include the \$250 security deposit that must be paid by each resident student. This deposit is held by the college as long as the student reserves or resides in college housing. When there are residence hall damages for which a student is held responsible, the student will be charged for them and the charges will be deducted from the deposit. The deposit balance must then be restored to \$250 during which time the student will reside in college housing. At the time a student ceases to reserve or reside in college housing, the balance of the deposit becomes refundable.

The comprehensive fee also does not include coverage for the costs of travel, subsistence, or activities on foreign trips or other off-campus travel.

The comprehensive fee does not include fees associated with Interim programs. Fees required by the Interim program for which the student is registered will be billed separately in late fall. Payment for these fees must be received by the due date on the bill in order for the student to participate in the Interim program.

Students enrolled in courses totaling fewer than nine semester hours pay tuition on a credit-hour basis. The current charge per credit-hour may be obtained from the Business Office.

Persons other than full-time Wofford students are charged for auditing a course. The current charge may be obtained from the Business Office.

Summer fees are shown at wofford.edu/summerschool/ and all other tuition and fees can be accessed at wofford.edu/billing/.

Payment Regulations

Scholarships, grants and loans are credited to students' accounts at the beginning of each payment period. The college offers two options for payment of the balance of the comprehensive fees:

1. Payment in full of the balance due for the first payment period by August 15 and for the second payment period by January 15,

OR

2. Payment of the balance of the full annual comprehensive fee in 10-equal installments each month or a per semester plan (6-pay Fall/4-pay Spring) beginning as early as June 1 and not later than August 1 and ending March 1. (The installment plan requires payment of an annual participation fee.) A student must either have paid the balance of the comprehensive fee for the period (option 1) or arranged participation in the installment program (option 2) prior to the respective due dates for each semester. The college reserves the right to amend the terms of any installment plan offered. If any portion of the balance due is not paid prior to the respective due date, the Business Office must be contacted immediately or the student will not be permitted to register for classes or to occupy college housing. If outstanding balances are not resolved prior to the fifth (5th) day of classes of either the Fall or Spring semester, the student will be withdrawn from all classes.

Return of any portion of the comprehensive fee paid will be made only in the case of permanent withdrawal from the college. The amount of any refund is determined by the schedule below:

| | |
|--|-----------|
| During the first 5 days of class: | 90% |
| Between the 6th and 21st day of class: | 60% |
| After the 21st day of class: | No refund |

The college will return the unearned portion of federal Title IV student aid based on a percentage of the comprehensive fee for the period. After 60 percent of the payment period has elapsed, a student is no longer eligible for a refund for that period. A detailed explanation of the refund calculation for federal student aid is included annually in the college's Financial Aid Handbook or is available from the Financial Aid Office. (<http://www.wofford.edu/financialAid>) The college reserves the right to alter the published refund schedule annually to conform to regulations.

The Student Handbook (<http://www.wofford.edu/uploadedFiles/studentLife/Student%20Handbook.pdf>) explains policies related to fines, returned checks and other miscellaneous charges that students may incur. Students who do not clear all debts to the college in accordance with stated policies will be separated from the college.

Transcripts will not be issued by the Registrar to or for students or former students who have financial obligations to the college, including payment due on any student loans made under federally governed programs administered by the college's Financial Aid Office.

In all laboratory courses, students are required to pay the cost of replacement of any apparatus or materials broken or damaged.

Reservation Deposits

Both resident and commuting students are required to pay nonrefundable deposits to reserve their places in the student body for the next year. The amount of required deposit is \$500 for resident students and \$300 for commuting students. The deposit is credited to the student's account

and is therefore deducted from the comprehensive fee due at the time of payment for the fall semester.

All reservation deposits paid, including those paid by entering first-year students and transfer students, are nonrefundable.

Currently enrolled students who plan to return to the college for the fall semester are expected to pay their reservation deposits in the spring semester by the announced due date. No student may register for fall semester courses unless the deposit has been paid. In the case of resident students, room assignments for the fall semester will not be made before the deposits are paid. Because campus housing space is in demand, there are no guarantees that rooms will be available for those who do not pay the deposit by the due date.

Financial Aid & Scholarships

Wofford College assists many students with educational expenses through its scholarship and financial aid programs supported by federal and state funds, by gifts from friends of the college, and by the college's own resources. Assistance is provided in the form of grants and scholarships, loans, and student employment opportunities. Wofford scholarships normally are not available in the summer. For summer terms, student and parent loans may be the only available resources.

Most assistance at Wofford is awarded on the basis of financial need, but significant amounts are awarded as merit scholarships that may include academic excellence, leadership, career plans, or contribution to student activities such as theatre, choral or instrumental groups, volunteer services or athletic teams. The application for scholarships is the completed application for admission to the college. Separate applications are required for the Bonner Scholar Program and The Space to: Impact Program. Information about these programs and applications are available on the Financial Aid (<http://www.wofford.edu/financialAid>) website. The scholarship and financial aid programs as well as policies and procedures are described in detail in the *Financial Aid Handbook* which is updated annually and available on the college's financial aid website. (<http://www.wofford.edu/financialAid>) Applicants for and recipients of financial aid should refer to the website for specific information on the various financial aid programs and the process for establishing and maintaining eligibility. The criteria for scholarships vary. Most require recipients to demonstrate good citizenship and maintain academic excellence. Scholarships are available for a total of eight semesters provided the student meets renewal criteria which are defined on the financial aid award letter and in the handbook.

The application for federal, state, and other scholarship programs awarded on the basis of need is the **Free Application for Federal Student Aid (FAFSA)** for the academic year. All students and their families are strongly encouraged to submit the FAFSA in order to establish eligibility for all available funds. The FAFSA is available for completion at [FAFSA.gov](http://www.fafsa.gov) (<http://www.fafsa.ed.gov>). For prospective students, the priority deadline to file the FAFSA each year is January 1. By reviewing the completed application for admission and current-year FAFSA, the Financial Aid Office will combine aid for which the student is eligible from all sources of scholarships, grants, loans and work. For returning students, the FAFSA deadline is March 15. Award notification for returning students usually is processed and sent in early summer. Currently enrolled students are considered for upper class departmental scholarships by faculty committees based on major, career interest, academic performance, and availability of designated endowed scholarships.

With limited exceptions, financial aid and scholarships may not be awarded in excess of the amount required for meeting the student's educational expenses unless the student is awarded student and/or parent loans. In other words, a boarding student with only grant and/or scholarship assistance (federal, state, and/or institutional) may not receive aid in excess of the total amount of the comprehensive fees (tuition, fees, room, and board) and an allowance for books. For a day student, no such scholarship, grant or combination of scholarships and grants may exceed the total of tuition and fees and an allowance for books. In no case may the book allowance exceed the college's

budgeted allowance for books and supplies or the actual cost of required books and supplies.

A limited amount of part-time employment positions are available to students on campus. The *Federal Work-Study Program* is the largest of the employment programs. It is supported by federal funds and provides assistance to students who have financial need. Eligibility for Federal Work Study does not guarantee the student will obtain a job. There may be positions available to students who have Federal Work Study eligibility in the local community with public service or non-profit agencies and organizations. The college also offers a limited number of on campus jobs without regard to students' financial need. All available positions are posted to Terrierlink (<http://www.wofford.edu/thespace/prepare/content.aspx?id=459439>) which can be accessed via the Career Services tab of the myWofford portal. Please refer to the Financial Aid Handbook for additional information regarding student employment programs offered at Wofford.

Endowed Scholarships

Endowed scholarships are established by donors who specifically give gifts to the college to develop a fund that will last in perpetuity. These funds become a part of the college's permanent endowment. Awards are made from a portion of the interest earned on the endowment. The college offers two opportunities to establish an endowed scholarship:

1. A minimum of \$50,000, payable over five years, establishes a named, permanently endowed scholarship.
2. A commitment of \$25,000, payable over five years, coupled with a documented estate/insurance plan for an additional \$100,000, establishes a named, permanently endowed scholarship. This option offers the donor the opportunity to establish the scholarship with a lower initial gift when it is combined with a generous planned gift.

Each of the funds requires that scholarship recipients demonstrate outstanding character, academic achievement, and potential for contribution to society; some have additional requirements for eligibility. Any such conditions are noted in the descriptions of the individual funds.

Endowed Funds to Be Established

Scholarship funds in this category are also known as building funds.

These funds are not available for award because they have not yet reached the required financial level for activation, but they are building toward their activation level. These funds are invested with our endowment and the earnings are added to them. Donors are encouraged to continue to give to these funds to help them grow. Once their activation levels are reached, a portion of the interest earned is used for scholarships.

Annually Funded Scholarships

Scholarships listed in this category are awarded annually, but are not permanently endowed funds. These funds exist through annual contributions by donors to Wofford for the purpose of making annual scholarship awards.

Since these scholarships are a means of funding for Wofford College merit and need-based awards and are **not** a source of additional scholarship assistance, there is no application for these funds. New and returning students will automatically be considered and matched to a particular scholarship, if the student meets the eligibility requirements as stated in the specific scholarship description. Persons needing

additional information on this process or how to apply for other basic financial assistance should contact the Financial Aid Office directly.

The Office of Advancement (<http://www.wofford.edu/gifts/content.aspx?id=445004>) website provides a complete description of the endowed and annually funded scholarships.

Satisfactory Academic Progress

The Satisfactory Academic Progress rule consists of both a Qualitative Component and a Quantitative Component. The Qualitative Component consists of grades, or comparable factors that are measurable against a norm. At Wofford, the acceptable qualitative component measure is a minimum cumulative GPA of a 2.00. The Quantitative Component assesses a student's advancement toward completion of his or her program of study. At Wofford the acceptable quantitative component is measured by earning at least 67% of the hours attempted each academic year. Student progress is assessed at the end of each academic year. Students in jeopardy of losing aid are notified as soon as final grades are made available and the student record assessed for satisfactory academic progress.

In order to receive aid from federal, state and institutional programs administered by the Financial Aid Office, a student must maintain satisfactory academic progress in his or her course of study. First-year students are presumed to be in good standing throughout their first year provided they carry at least a half-time course load. Satisfactory progress for these students is assessed at the end of their first year. Students who fail to maintain satisfactory academic progress will not receive financial aid from the following sources:

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant
- Federal Work-Study
- Federal Perkins Loan
- Federal Direct Subsidized Loan
- Federal Direct Unsubsidized Loan
- Federal Direct PLUS Loan
- South Carolina Tuition Grant
- South Carolina Merit Scholarship Funds
- Wofford College scholarships, grants or employment

In cases where a student may be allowed to continue at Wofford, even though academic standards have not been met, financial aid may be offered on a probationary basis for one semester if mitigating circumstances so warrant. If standards of progress are not met at the end of that semester, financial aid eligibility is lost until the student regains good standing or submits a subsequent appeal.

Full-time students are required to earn a minimum of 67% of hours attempted each academic year (September-August). Many federal, state and institutional grants and scholarships have higher standards. Renewal criteria for these funds have been listed in detail in the *The Financial Aid Handbook* for the specific academic year, and in fund specific messages on individual award letters. Students should contact the Financial Aid Office if they are uncertain of renewal criteria for specific awards.

Satisfactory Academic Progress also requires the student's academic record remain above the level of academic exclusion. Academic exclusion is explained in the college *Catalog* under Academic Standing (p. 31). Exceptions to the exclusion policy may be granted by the Registrar through an appeal process. However, the approval of an academic exclusion appeal will not reinstate financial aid eligibility. The

student must re-establish satisfactory academic progress for financial aid and scholarship purposes.

Upon re-entering the college, the excluded student may re-establish satisfactory progress by earning grades that are high enough to bring the cumulative GPA above the exclusion level *OR* by earning a 2.0 on at least 12 hours for the semester. The student will not be awarded federal, state or college funds administered by the Financial Aid Office until this has been satisfied. For this purpose, the student will be evaluated at the end of the regular semester or at the mid-term point of the semester in which he or she re-enters the college. If satisfactory progress has been re-established, payment of aid for which the student is eligible will be made, provided funds are available at that time. If satisfactory progress is re-established in a summer term, the student is not eligible for aid until the beginning of the next term or the next semester. Awards then will be made if funds are available.

For part-time students the requirement of hours earned for satisfactory progress will be prorated on the basis of the student's enrollment status (half-time, three-quarter-time, etc.). A student should consult the Director of Financial Aid to determine the number of hours required in his or her individual case.

Further, awards to students of Wofford funds will be limited to eight semesters of enrollment. The Wofford Employee Dependent benefit is limited to eight semesters of enrollment and 24 hours to be used exclusively for summer school. There is an appeal process for those students requiring an additional semester of Wofford funding to complete degree requirements. Eligibility for less than full-time and for transfer students will be prorated. For loan programs, there are maximum amounts that can be borrowed while pursuing an undergraduate degree. Certain college funds (academic scholarships, tuition exchange benefits, pre-ministerial grants, and grants to sons and daughters of Methodist ministers) are limited to eight semesters. Eligibility for all Wofford College grants and scholarships administered by the Financial Aid Office shall terminate upon completion of degree requirements.

If a student feels there are extenuating circumstances and wishes to appeal the termination of aid, s/he must file a request in writing to the Director of Financial Aid within 10 days of being notified by the Director that s/he is no longer eligible for financial aid. The appeal will be reviewed by the Financial Aid Committee, and the student will be notified of the Committee's decision. The Committee is composed at least of the Director of Financial Aid, the Director of Admission, the Registrar, and other members of the administrative staff.

Academics

Degree requirements are the purview of the faculty. The awarding of degrees is based on requirements created and approved by them.

In addition to degree requirements, the faculty have also established academic regulations and policies to preserve the academic integrity of the institution. Students are required to comply with those regulations as outlined in the *Catalog*.

FERPA Annual Notice

Wofford College complies with the Family Educational Rights and Privacy Act of 1974 (<http://www2.ed.gov/policy/gen/guid/fpco/ferpa>), as amended, (commonly referred to as the "Buckley Amendment or "FERPA"). The Act is designed to protect the confidentiality of records that educational institutions maintain on their students and to give students the right to access those records to assure the accuracy of their contents. A student is a person who attends or who has attended the college. The Act affords you, as the student, the following rights:

1. The right to inspect and review your education records within 45 days of the day the college receives a written request for access.
2. The right to request an amendment of your education records if you believe they are inaccurate or misleading.
3. The right to consent to disclosures of personally identifiable information in your education records, except to the extent that the Act or any superseding law authorizes disclosure without your consent.
4. The right to contact the U.S. Department of Education, Family Policy Compliance Office (<http://www2.ed.gov/policy/gen/guid/fpco>), concerning the college's compliance with the requirements of the Act.

Generally, FERPA requires that written consent of the student be obtained before personally identifiable information about the student is released. Institutions may release, without written consent, those items specified as public or directory information. Directory information at Wofford College is currently defined as:

Student's full name
Local and permanent address
Local and permanent telephone number
Email address
Hometown
Dates of attendance
Major and minor fields of study
Enrollment status
Class standing (e.g. junior)
Previous educational institutions attended
Participation in officially recognized sports and activities
Height and weight of student athletes
Awards and honors (e.g. Dean's List)
Degree(s) conferred
Photographic or videotaped images of the student

Wofford can disclose directory information about you to a third party with a legitimate request if we determine that it is in your best interest, unless you specifically inform the Registrar's Office in writing not to release this information.

As of Jan. 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education

records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

A more detailed description of FERPA is available from the Office of the Registrar (<http://www.wofford.edu/registrar/FERPA>).

Registration and Enrollment

To be considered a full-time student, students must register for a minimum of 12 credit hours. The typical course load is 12-15 credit hours during fall and spring semester and one four-hour project during Interim.

A student in good standing may take up to 18 credit hours without special permission. Students wishing to take more than 18 hours must receive permission from the Office of the Registrar and have a minimum cumulative GPA of 3.00 or better. Students on academic probation are restricted to 15 credit hours and must also receive special permission from the Office of the Registrar to take more than 15 credit hours during the fall or spring.

Students otherwise eligible to live in residence halls, but enrolled in less than 9 credit hours during a regular semester, or for any Interim which they are not taking a 4 credit-hour project, must obtain special permission from the Dean of Students.

Continuing students must schedule an advising appointment with their general education or faculty adviser in order to receive their advising PIN and approval of their class schedule prior to registration for the regular semesters. An advising appointment and PIN is not required for Interim or summer school registration. However, students are encouraged to consult with their adviser if they have any questions regarding registration for any semester or term.

To be permitted to register for classes, students must clear all holds and financial obligations to the college. This includes library fines and parking tickets. In the spring semester, students must pay their reservation deposits for the following year prior to registration for the fall semester.

Adding & Dropping Courses

Students may update their schedule of courses during the first 5 days of the fall and spring semesters. Add/drop for Interim, Summer I, and Summer II is limited to the first two days of the term. Adding courses is subject to availability. Courses dropped during the official add/drop period will not appear on the students' transcripts.

Students may drop courses after the end of the official add/drop period, but the consequences of doing so are quite different. Students wishing to drop courses should always seek advice from their instructors and advisers, but this is particularly necessary when the add/drop period has passed. All courses dropped after the official period will appear on the students' transcript. A course dropped after the official add/drop period, but on or before the withdrawal date, as noted on the Academic Calendar (p. 3), will be recorded with a grade of 'WP' or 'WF'. The grade of 'WP' indicates the student carried out the official drop process and was passing the course at the time s/he officially dropped the course. A grade of 'WP' does not affect the credit hours or GPA. The grade of 'WF' will be recorded if the student does not follow the official drop process or was failing the course at the time the course was dropped. The withdrawal form (<http://www.wofford.edu/uploadedFiles/Full%20Sheet%20Drop%20Form.pdf>), obtained by the student, must be signed by the course instructor and faculty adviser, and additionally by the athletics compliance officer or international program coordinator when appropriate. The form must indicate the grade to be recorded and must be returned to the Office of the Registrar prior to the withdrawal deadline. Students who drop courses during the last four weeks of regular semester classes will automatically and routinely be assigned a grade of 'WF'. The grade of 'WF' counts as failing grade in the student's GPA.

Some financial aid awards require that recipients be enrolled full-time. Financial aid recipients, including student-athletes, veterans, and international students, should consult the Director of Financial Aid before they drop any course at any point in the semester.

Auditing Courses

Auditing a course allows a student to take class without the benefit of a grade or credit for the course. A student who audits does so for the purpose of self-enrichment and academic exploration. The option to audit a course is predicated on a space is available basis only and requires the permission of the instructor and the Registrar. A student wishing to audit a course must contact the Office of the Registrar to determine space availability. An auditor is considered a passive learner and may not take examinations, but is expected to attend classes with reasonable regularity. Under no circumstances may an audit be changed to a registration for credit, or a registration for credit be changed to an audit, after the end of the add/drop period. The notation 'AU' (Audit) will be noted on the student's transcript. Students auditing a course will not receive credit and the grade of 'AU' does not count in the GPA. A per-course fee is charged to part-time and non-credit students who audit a course.

Course Cancellation

Wofford reserves the right to cancel a course that is considered under-enrolled or for any other cogent reason.

Academic Advising Programs

Advising for First-year Students and Sophomores

Upon entering the college, each new student is assigned a general education adviser. This relationship normally continues through the student's second year. Before students register for classes, they plan their class schedule and academic programs with the assistance of their advisers. Once the student and adviser meet, the adviser will release the advising PIN which is necessary for registration purposes. Additionally, advisers are available throughout the year to offer curricular or non-curricular guidance.

To take full advantage of advisers' abilities and interests in assisting students with sound, helpful counsel in the critical first two years of college, first-year students and sophomores should contact their advisers on any matters with which they need help. Special steps may be taken to ensure that students on academic probation avail themselves of advising services.

Faculty Advising for Juniors and Seniors

By March 1 of the sophomore year, students are expected to specify the academic department or program in which they intend to major. When that step is taken, the department chair or faculty coordinator in the intended major becomes the student's adviser for the junior and senior years. During that time, students may and should consult their advisers on all matters concerning their majors, graduate school, professional preparation, and related work. Juniors and seniors are also required to secure an advising PIN prior to registration.

Advising for Transfer Students

Students who transfer to Wofford from another institution will initially be assigned an adviser from the Office of the Registrar. The Registrar's Office will apply the accepted transfer credit to the student's Wofford transcript and advise the student as to the appropriate courses to take for the first semester of enrollment at Wofford. Typically, the Registrar's Office will register the transfer students for their first semester of classes.

The students will register themselves for subsequent semesters after meeting with their adviser and receiving their advising PIN. Once the student formally declares a major, a faculty adviser in the department that houses the student's declared major will advise the student for the remainder of his/her academic career at Wofford.

Pre-Professional and Program Advising

Designated members of the faculty serve as advisers to students in certain programs of study that cut across majors and classes. These programs include those for studies leading toward professional schools in medicine, dentistry, nursing, veterinary medicine, pharmacy, Christian ministry, engineering, law, secondary education, and study abroad. Advisers and students in these programs work together to outline plans of study that are appropriate to the students' interests, to the requirements of the non-Wofford agencies and institutions involved, and to the degree requirements of the college.

Tutoring Services

The Director of Peer Tutoring organizes upper-class students to serve as tutors for fellow students who may need help with their studies. The peer-tutors are selected by the faculty and paid by the college. Students

interested in receiving assistance should contact peertutor@wofford.edu (PeerTutor@wofford.edu). Students interested in receiving assistance in foreign languages should contact flpeertutors@wofford.edu.

Communications with Faculty/Staff

Students are expected to respond to all communications from members of the faculty and staff of the college the next business day. Both email and the campus post office box (CPO) are channels for official communication. The preferred method of communication is on-campus email, and each student is required to have a valid Wofford College email account. In addition, each student is required to have a campus post office box where s/he may receive notices and requests from college personnel. Students are expected to check their email and campus post office box daily and to respond to faculty and staff by the end of the following business day. Failure to regularly check official methods of communication may result in missed opportunities, including deadlines for registration, financial aid, coursework, or campus activities.

Class Attendance

Students are expected to attend all classes and activities scheduled for courses in which they are registered for credit.

Absences from class, including those excused in accordance with the provisions outlined below, do not excuse students from the academic requirements of their courses. Generally, instructors will determine whether make-up work will be required or permitted for students who miss tests or other course work because of their absence from class for reasons other than documented illness and participation in official college events. When absences are excused, the instructor will make every reasonable effort to assist students with the missed work in a non-punitive way. In every case of missed class, students ultimately are responsible for the material and experiences covered during their absence.

A student who is excessively absent, particularly if he or she is also performing poorly academically, may be required to withdraw from the course under the following procedures:

1. Through the Provost, the instructor will send a Class Attendance Warning, requesting an interview. The Class Attendance Warning is an official notification and provides documentation as to the student's status in the course. Attendance Warnings are sent to the student as well as the student's adviser(s), Registrar, Dean of Student Success, and other pertinent campus personnel.
2. Students who receive a warning are required to make an appointment with their instructor. If the student fails to contact the instructor, if an interview is held but is unsatisfactory, or if the student fails to show satisfactory improvement in attendance and/or in academic performance, the instructor can submit a Required Class Withdrawal notice for the student to the Provost.
3. Upon Provost approval of the withdrawal, the instructor, student, Registrar and the student's parents are informed of the required withdrawal. The student is assigned a grade of 'WP' or 'WF' as determined by the instructor.

Non-attendance is sometimes a sign of more serious underlying problems. As such, faculty are advised to complete an Attendance Warning if a student has two consecutive absences.

Student absences resulting from participation in official college events are generally considered excused. An official college event is either an athletic event approved by the faculty through its Committee on Athletics or a non-athletic event approved by the Provost of the College. The Faculty Athletics Committee will provide the faculty with copies of all athletics schedules as soon as the schedules are approved. The Athletics Department will provide the faculty with a roster listing the students who will participate and the class times they may miss as a result. The Provost will notify the faculty in advance of any approved non-athletic event and will provide the names of the students who will participate.

Although the college will identify, through the procedures outlined above, the events treated as "official," it is the students' responsibility to inform their course instructors as soon as possible and not later than one week in advance of any tests or other required work they will miss in order to participate in the event.

The notices from the Athletics Department and/or the Provost serve as confirmation of the information provided by students. Because students bear the responsibility for completing all academic requirements of their courses, they should make every effort to arrange their academic and extracurricular schedules in such a way as to minimize conflicts, and make the proper arrangements when conflicts do occur. Indeed, students should examine their academic and athletic and other extracurricular schedules at preregistration and again prior to the start of each semester in order to identify conflicts and discuss them with the instructors to seek a suitable agreement. This responsibility is especially crucial in the case of laboratory exercises.

If students unavoidably miss tests or other required work to participate in official events, in most cases instructors will arrange a non-punitive way for them to make up the work. However, some laboratory exercises cannot be replicated and thus cannot be "made up." When students must choose between attending such a laboratory or an official event, they must also accept the consequences of the decisions they make.

They will not be punished for their decisions by either their instructors or the persons to whom they are responsible in the official events, but nevertheless they must recognize that their absence from either may affect the evaluation of their performance.

If students are remiss in their academic duties, then they may be penalized for work not performed. If students feel that they have been unfairly penalized for missing tests or other required work, and that they have acted according to their responsibilities, then they may present an appeal to the Provost who, after conferring with the student, instructor, and others involved, will resolve the impasse. The Provost's resolution is binding on all parties.

Student absences resulting from personal emergencies (such as a death in the family) are generally considered excused. Absences because of special events (such as the marriage of a sibling) or opportunities (such as an interview for a job or a scholarship) are likewise to be considered excused. Students should discuss the need for absences with their instructors and work out arrangements for making up any work they miss due to such absences BEFORE the absence takes place, when possible. In the case of an emergency, students should notify the Dean of Students, who will then inform the students' instructors.

Students requesting an excuse due to illness must present to the faculty member a statement signed by a health professional in the Hugh R. Black Wellness Center recommending that they be excused. These guidelines are used in issuing statements recommending that students be excused from class due to illness or injury.

1. A statement may be issued for students who have been ill at home or hospitalized off campus and who present to the Wellness Center a written statement from a physician certifying the illness or hospitalization.
2. A statement may be issued when it has been verified that students were seen by one of the Wofford College physicians through an appointment made by the Wellness Center.
3. A statement may be issued when it has been verified that students are seen by the nurse practitioner on campus.
4. A statement may be issued if the student presents with symptoms that indicate a threat of transmission to other students (i.e., fever, GI distress, productive cough, positive bacterial or viral tests).
5. Students should not miss class for medical examinations and treatments, which can be scheduled during times they do not have class or lab. A statement will be issued if the nurse can verify that the procedure took place and that the schedule conflict was unavoidable.

When it is recommended that an absence be excused, the student must present the statement from the Wellness Center staff member to the professor to gain permission to make up the work missed. The professor should, in every case possible, assist the student in making up the work in some non-punitive way.

Class Attendance & Inclement Weather

Wofford College ordinarily does not close because of weather that brings snow and ice to the area. Every effort will be made to hold classes and to have offices open. Commuting students should understand that classes are held, but that they are to run no unreasonable risk to get to the campus. They will be permitted to make up work they miss. If an exception is made to this policy, area radio and television stations will be notified. A notice will also be posted on the college's official Facebook (<https://www.facebook.com/woffordcollege>) page. Otherwise, it is safe to assume that the college is open and conducting classes as usual.

Academic Honesty

Essential to Wofford's academic program is the integrity of student work. Representing someone else's work or idea as one's own, collaborating in unauthorized ways with peers, cheating or lying in a course or other academic context—these are all serious offenses.

Academic honesty at Wofford is governed by the Honor Council, a group of students entrusted to uphold the Honor Code. At the beginning of each semester, a summary of Honor Council hearings from the prior semester, including the number and types of cases considered and the sanctions imposed, will be published in *The Old Gold & Black*. No information that would identify specific individuals will be included in any published report.

The possible penalties for a student found guilty of academic dishonesty are as follows:

- WF in the course, replaceable (the course may be repeated to improve GPA)
- WF in the course, non-replaceable (the course may not be repeated to improve GPA)
- Workshop in either research and/or time management
- Suspension for a semester or more
- Expulsion from the college

Suspension is defined as the separation of a student from Wofford College for a fixed period of time (usually from the time remaining in the

academic term up to a full-academic year). Wofford will not accept for credit any coursework undertaken at other institutions by a student during his or her term of suspension. Students who have been suspended must apply to the Registrar for re-admission at least thirty days before the start of the semester/term in which they seek to return. However, readmission is not guaranteed. The Registrar may consult with the Provost, Dean of Students, and other appropriate faculty or staff prior to rendering a readmission decision.

Expulsion is defined as permanent separation of a student from Wofford College. Students expelled from the College are not eligible to return.

A complete description of the Honor Code can be found in *The Student Handbook*. (<http://www.wofford.edu/uploadedFiles/studentLife/Student%20Handbook.pdf>)

Examinations

Final examinations are a normal part of every course. A student who wishes to take an examination during the examination week at a time other than the scheduled time may do so only at the discretion of the course instructor. Under no circumstances may an examination be administered before or after the established examination week without the approval of the Provost. Such approval is given for an individual student only in cases of illness, death in the family, or other extremely extenuating circumstance.

Grades

Mid-Term & Final Grades

Students can access their mid-term and final grades through myWofford.

Typically, grades are available the Tuesday afternoon following the last day of finals. The only exception is Interim. Because spring semester begins directly after the completion of Interim, final Interim grades are available the Tuesday following the first week of spring classes.

Students wishing to share their grades with their parents/guardians can do so by granting them proxy access (<http://www.wofford.edu/registrar/proxy>) through their myWofford portal.

Gradable Courses

Wofford College employs two grading systems, the first of which is the 'A-F' system. It includes the following numeric values used to calculate the GPA. The grade point average is used to determine Wofford students' status regarding graduation, honors, the Dean's List, and academic standing. The calculation of the GPA includes only the grades recorded on work graded 'A-F' and taken at Wofford, as part of Wofford-related foreign study programs, or when participating in the cross-registration program with Converse College or USC-Upstate.

| | |
|--------------|-------|
| A (Superior) | 4.000 |
| A- | 3.700 |
| B+ | 3.300 |
| B | 3.000 |
| B- | 2.700 |
| C+ | 2.300 |
| C | 2.000 |
| C- | 1.700 |
| D | 1.000 |

F (Failure)

.000

AU-Audit

A student was permitted to sit in a class without earning credit or a grade.

I – Incomplete

Indicates the student was unable to complete the course for a legitimate reason and thus a final grade cannot be determined. However, the grade of 'I' is calculated as a failing grade in the GPA until a final grade is submitted. All coursework for an incomplete must be finalized no later than the mid-term of the following semester. A grade of 'F' will be recorded for any course not completed by the deadline.

WF-Withdrawal Failing

Indicates the student withdrew from the course either officially or unofficially and was not earning a passing grade at the time of the withdrawal. A grade of 'WF' is calculated as failing into the GPA.

WP-Withdrawal Passing

Awarded when a student officially withdraws from a course on or before the withdrawal date indicated in the academic calendar and is earning a passing grade at the time of the withdrawal. After the withdrawal date, a grade of 'WF' will be assigned regardless of the student's performance in the course. A grade of 'WP' is not calculated into the GPA or earned hours for the semester.

Pass/Fail Courses

The second system is the Pass/Fail System used for most Interim projects and for Physical Education and Honors courses. These types of grades are not used in calculating the GPA, but do count in the hours earned for graduation purposes.

H-Honors

The student completed a pass/fail course with honors.

N-Incomplete

The grade of 'N' is used only rarely for Interim work, and then only with the expectation that it will be in effect for no longer than one week after the end of the Interim, by which time all work should be completed and final evaluation made. A grade of 'N' may also be assigned to regularly offered pass/fail courses. A grade of 'U' or unsatisfactory will be recorded for any course that has not been completed by the deadline.

U-Unsatisfactory

Indicates the student did not complete satisfactory work in an Interim or pass/fail course.

WS-Withdrawal Satisfactory

Awarded when a student officially withdraws from a pass/fail course or Interim course on or before the withdrawal date indicated in the academic calendar and is passing at the time of the withdrawal.

WU-Withdrawal Unsatisfactory

Indicates the student withdrew from a pass/fail course either officially or unofficially and was not earning a passing grade at the time of the withdrawal.

W- Medical Withdraw

In circumstances where a student is unable to complete the semester due to a medical condition, s/he is awarded a grade of 'W' upon official approval from both the Wellness Center and the Office of the Registrar. The student is withdrawn from all courses with a grade of 'W'. Grades of 'W' are not calculated into the GPA. A complete description of the Medical Withdrawal Policy (p. 32) can be found in this *Catalog*.

Class Standing

Class standing or classification is determined by the total number of credit hours earned. Students are considered part of the following classifications based on the credit hours indicated.

Freshman (first-year student): 0-29 hours

Sophomore: 30-59 hours

Junior: 60-89 hours

Senior: 90 or more hours

Some courses have restrictions based on classification. For example, certain sections of PHIL 120 are only open to freshmen while others like major capstone courses are only available to seniors. Eligibility certifications for financial aid or the NCAA may have different rules based on classification and/or number of credit hours attempted or earned.

Academic Honors

Dean's List

The Dean's List recognizes students' high achievement and is compiled at the end of the fall and spring semesters. To be eligible for the Dean's List a student must have:

- earned at least 12 hours in the semester
- achieved a semester grade-point average of 3.60 or higher

Students enrolled in study abroad programs and students with grades of 'I' or Incomplete are eligible for Dean's List consideration when final grades are reported and documented in the Registrar's Office.

Graduation Honors

Candidates for degrees who have achieved certain levels of academic excellence at Wofford College are graduated with one of the honors listed below. These honors are determined on the basis of the cumulative grade-point average.

Cum Laude: 3.50-3.74

Magna Cum Laude: 3.75-3.89

Summa Cum Laude: 3.90-4.00

Departmental Honors

Academic awards are given by faculty to the outstanding graduating seniors on the basis of academic achievement, character, and intellectual promise. Some are named in honor of persons who have made significant contributions to the intellectual life of the college. The awards are associated by academic department.

Accounting: The Harold W. Green Award
Art History Award

Biology: The W. Ray Leonard Award
 Business Economics Award
 Chemistry: The C. B. Waller Award
 Chinese Award
 Computer Science: The Dan W. Olds Computer Science Award
 Economics: The Matthew A. Stephenson Award
 English: The L. Harris Chewning Jr. Award
 The W. Norman Coleman Award
 The Walter E. Hudgins Award
 Environmental Studies: The John W. Harrington Award
 Finance: The James Edwin Proctor Award
 French: The George C.S. Adams Award
 German: The James A. Chiles Award
 Government Award
 History: The David Duncan Wallace Award
 Humanities Award
 Intercultural Studies: The Global Citizen Award
 Mathematics: The John Q. Hill Mathematics Award
 Music: The George A. Carlisle Award
 The Peter Allen Moore Award for Strings
 Philosophy Award
 Physics Award
 Psychology: The James E. Seegars Psychology Award
 Religion: The Charles F. Nesbitt Award
 Sociology Award
 Spanish: The John L. Salmon Award
 Theatre: The James R. Gross Award

Honors Courses & In-Course Honors

Wofford College provides opportunities for qualified students to broaden their educational experience through creative independent study in the area of their current coursework or major field. Two such programs are Honors Courses and In-Course Honors.

Honors Courses

At the discretion of the faculty, a student may undertake a six-hour independent course of study in the senior year to graduate with honors in his or her major. Honors Courses are subject to the following regulations:

1. Eligibility to undertake Honors Courses is restricted to students having a cumulative grade-point average of at least 3.0 *OR* grades of 'B' or higher in all courses taken at Wofford during the preceding two semesters.
2. The timeline and procedures are as follows:
 - a. By the end of April, the Thesis Committee chair will submit a short letter of intent to the Department Chair, including the name and major of the student, the name of the Thesis Committee chair, the topic and a short description of the project. The Department Chair will in turn forward the approved letter of intent to the chair of the Curriculum Committee.
 - b. In September, before the end of the drop/add period for the fall semester, the Chair of the Thesis Committee will answer a confirmation request from the Curriculum Committee chair verifying that the student intends to remain in the course.
 - c. By October at Midterm (or at any point prior to this time if preferred by the Thesis Committee chair), the student will submit a complete proposal to all Thesis Committee members, and the Thesis Committee chair will assign a midterm grade of H/P/U.

The Curriculum Committee chair will also request a confirmation of participation from all committee members at this time.

- d. In December, the Thesis Committee chair will assign a semester grade of H/P/U for the fall semester coursework.
 - e. In February, the chair of the Curriculum Committee will remind the Thesis Committee members to confirm their participation and to inform the Curriculum Committee if there has been any change of committee members as the thesis develops.
 - f. After the successful defense of the Honors Thesis, the student submits the thesis to the Thesis Committee chair, who will assign a grade of H/P/U and forward the thesis to the Dean of the Library.
3. An Honors Course may be undertaken only in the senior year and will carry six hours of credit over two semesters. Final grade options are H, P, U, WS, and WU. No partial credit may be given. The Honors Course may count toward major requirements with the approval of the major adviser. When successfully completed, the course will be identified on the student's transcript as an Honors Course.
 4. A student may be removed from an Honors Course at any time if in the judgment of the instructor and the major adviser the student's work is not of sufficient merit to justify continuation.
 5. Each student completing an Honors Course shall prepare and submit to the instructor three copies of a written report describing the work done in the course. The student will then undergo a final oral examination by a committee of three faculty members, appointed by the major adviser, and including the course instructor (as chairman) and preferably one person from another discipline. The length of the examination generally shall not exceed one hour. The major adviser will retain one copy of the final report and submit one copy to the Curriculum Committee for review. The Curriculum Committee copy then will be deposited in the college archives.
 6. Students will graduate with "high honors" in their major when they earn a grade of "honors" in the Honors Course and achieve a grade-point average of at least 3.75 in the major. The distinction will be recognized in the commencement program, announced at commencement exercises, and noted on the student's transcript.
 7. Students will graduate with "honors" in their major when they earn a grade of "honors" in the Honors Course and achieve a grade-point average of at least 3.50 but less than 3.75 in the major. The distinction will be recognized in the commencement program, announced at commencement exercises, and noted on the student's transcript.
 8. A grade of "pass" in the Honors Course does not qualify students for graduation with honors in the major regardless of their grade-point average in the major.

In-Course Honors

In-Course Honors is a program intended to enrich and expand regular courses offered at Wofford through independent and supplemental study. Qualified students are permitted to participate in accordance with the following regulations:

1. The student must have had at least one previous semester at Wofford and must have earned a 3.0 GPA or better, either cumulatively or in the last full semester completed at Wofford.
2. A written request for In-Course Honors and a planned program of study must be presented to the course instructor before the end of the third week of the semester. Approval of the application and program of study must be obtained from the course instructor, the

chair of the department in which the course is offered, and the Provost. A special form for this purpose is available at the Office of the Registrar.

3. In-Course Honors work shall consist of an independent study portion under tutorial guidance and relating to the subject of the course in which it is undertaken. It should exhibit initiative, creativity, intellectual curiosity, critical thinking, and sound methodology. In-Course Honors work will include a paper which analyzes or exhibits the results of the study, and culminates in an oral examination by a committee of three faculty members. The committee is appointed by the chair of the department in which the course is offered, includes the course instructor (as committee chair), and preferably one faculty member from another discipline. The length of the examination generally shall not exceed one hour.
4. The student must also meet all of the requirements of the regular course, including the final examination. Credit may not be given for In-Course Honors unless the student earns a grade of at least 'B' for both the regular course requirements and In-Course Honors work. Upon the student's satisfactory completion of In-Course Honors the instructor will report the final course grade with the suffix H added to the course number. The Registrar will identify the course on the student's record as including In-Course Honors and award one semester hour of credit in addition to the regular course credit. The grade points for the additional hour, if earned, will be based on the grade awarded for the In-Course Honors work.
5. No student may elect more than one In-Course Honors program per semester.
6. No student shall be penalized for failure to undertake honors work. Failure to successfully complete In-Course Honors shall in no way affect the final grade assigned for regular course work.
7. An individual faculty member may be unable to meet a student's request for In-Course Honors, and the college is not obliged to provide this opportunity in every course. New faculty members are not eligible to give In-Course Honors. Interested students should consult the department chair for other possible arrangements.

Academic Standing, Probation & Exclusion

Students are expected to make reasonable progress toward a degree by maintaining a minimum GPA and completing the courses they register for each semester. Students who progress toward a degree and maintain a cumulative GPA of a 2.00 or higher are in Good Standing (GS) with the institution. Students who do not consistently make reasonable progress, as noted in the table below, may be subject to Academic Probation (AP) and/or Academic Exclusion (AE). Probation serves not only as a notice that the sub-par academic work has endangered their opportunity to continue at Wofford, but also as incentive to seek whatever motivation, discipline, and assistance is necessary to improve their performance. Students' records are evaluated at the end of each semester and summer term.

The GPA hours and GPAs to which the table refers are cumulative figures and are based only on work undertaken at Wofford, or in Wofford-related study abroad or cross-registration programs. The GPAs include all such work except for coursework graded on a Pass/Fail basis and that which the student received a grade of 'WP'.

| Students with GPA hours in these ranges: | Are placed on probation if their GPAs are below this level: | Are excluded if their GPAs are below these levels: |
|--|---|--|
| 0-39 | 2.00 | 1.60 |
| 40-59 | 2.00 | 1.70 |
| 60-89 | 2.00 | 1.80 |
| 90 and over | 2.00 | 1.90 |

Students who fail to earn a minimum cumulative GPA of 2.00, but still earn above the minimum that warrants exclusion, are placed on academic probation for the subsequent semester. A student on probation will remain on probation until his/her cumulative GPA improves to at least a 2.00. Wofford will not accept credit for any coursework undertaken at another institution during the time which the student is on academic probation.

Students who earn a GPA below the probationary limit as determined by the GPA hours noted above are excluded for one academic semester.

Students excluded at the end of spring are required to serve their exclusion period during the fall semester. However, students have the opportunity to make themselves eligible for continued enrollment in the fall semester by earning a total of 12 credit hours at Wofford with a 2.50 or better during Summer I and II **OR** who complete less than 12 credit hours, but are able to improve their cumulative GPA to the probationary level or higher. Students who are eligible for continued enrollment will be placed on academic probation until they regain good standing by earning a cumulative GPA of a 2.00 or better. Although excluded students may regain good academic standing through successful work in summer session, they lose their priority for residence hall rooms and for financial aid when they are excluded.

Students excluded at the end of fall may attend Interim, but are required to serve their exclusion period during the spring semester. They are eligible to re-enroll for the following summer or fall term as they desire.

Wofford will not accept credit for any coursework undertaken at another institution during the time the student is on academic exclusion. Students on exclusion and wanting to take coursework elsewhere are required to return to Wofford and regain good standing (a cumulative GPA of 2.00 or better) prior to receiving approval to complete coursework at another institution. Students who are ready to return after serving their academic exclusion must apply for readmission through the Office of the Registrar.

Students who have been excluded more than once may be required to wait for a period as long as two years before receiving consideration for readmission.

Permanent exclusion from the college is a very serious matter which is considered only after thorough deliberation among the Provost, the Registrar, the student concerned, and the student's faculty adviser. No specific regulations, therefore, are prescribed for those situations in which permanent exclusion might be a possibility.

All of the provisions listed above notwithstanding, for cases in which a student's current academic performance is judged to be extremely poor, the Provost may require, after consultation with the Registrar, the student, and the student's faculty adviser, that the student withdraw from the college, whether or not his or her cumulative GPA meets the technical standard for good standing.

Repeating Courses

Students may repeat a maximum of four courses in which a final grade of C-, D, F, or WF was previously earned. This policy provides that, for repeated courses, only the instance with the highest grade will be included in the grade-point-average and credit hour calculations. Typically, this is the most recent attempt at the course. The previously earned course grade and credit hours will be excluded from both the GPA and the credit hour calculation. All repeated courses in excess of the limit of four will be included in the GPA calculation. Please be aware that grades earned from all attempts will be noted on the transcript.

Students wishing to take advantage of the repeat policy must receive an override from the Registrar's Office prior to registration. The repeat policy is only available to courses taken and repeated at Wofford. Students also should be aware that the GPA benefit is only available when the exact same course (subject and number) is repeated. The benefit does not extend to other courses offered by the department.

Interim projects and certain courses may not be repeated. Under certain conditions, Chinese, French, German and Spanish 101, 102, 200, 201 and 202 may not be repeated. The Course Numbering & Restrictions (p. 40) portion of the *Catalog* provides further details.

Withdrawing from the College

Students who decide to withdraw from the college, either during or at the end of the semester, must complete the Withdrawal Process available through myWofford. The online process requires the student to submit an effective withdrawal date (or last date of attendance) and to complete a brief exit survey. The student should contact the Office of the Registrar in order to request official transcripts, meet with Financial Aid Office to review the implications of stopping out or transferring to another institution, and communicate with Student Affairs regarding final departure and room checkout. Students who decide to return to the College after having withdrawn must apply for readmission available online or through the Registrar's Office.

Medical Withdrawal

Students who withdraw from the college due to physical illness or injury must submit a written request to the Associate Vice President of Student Affairs and Director of Health Services and are eligible to return once they fully recover. Likewise, a student who needs to withdraw to seek treatment for chemical dependency, depression or other psychological condition must meet with the Associate Vice President and is generally eligible to return to campus after one full semester beyond the semester of withdrawal. *Medical withdrawal requests must be submitted by the last day of class of the semester in question.* They will not be retroactively considered or applied. The Associate Vice President may confer with the appropriate campus offices in evaluating the student's request. This may include, but is not limited to: medical or psychological professionals, current course instructors and advisers, Dean of Students, Director of Residence Life, Registrar, and/or Provost. If the student received treatment off-campus, the Associate Vice President also may request that the student provide supporting documentation from the attending clinician. Students who are granted a medical withdrawal will receive a grade of 'W' for ALL courses attempted during the semester or term in question. A 'W' does not affect the student's GPA nor hours earned, but will be noted on the transcript.

Students granted a medical withdrawal will have a hold placed on their record pending readmission to the college. The college expects the medical leave to be of sufficient duration to allow the student to address the issues that necessitated the withdrawal and thus enhance the likelihood of success upon return. Students wishing to return after a medical withdrawal must complete the following steps:

1. Notify the college of their desire to return by completing the Readmission Application (<http://www.wofford.edu/registrar/forms.aspx>) available online and through the Registrar's Office.
2. Submit documentation from the treating clinician to the Associate Vice President of Student Affairs and Director of Health Services attesting to the student's ability to resume studies with a reasonable likelihood of success. The statement must provide a description of the student's illness and the treatment rendered. It must outline, as appropriate, a plan of treatment to be followed upon return. (All documentation will be maintained in strict confidence as part of the student's medical record in compliance with HIPPA regulations. It will NOT become part of the student's academic record).
3. Documentation must be submitted at least one month prior to the beginning of the semester the student wishes to return.

The Associate Vice President and Director of Health Services will evaluate the documentation and make the final determination regarding the student's request for readmission and communicate that decision to the student, Dean of Students, and Registrar. Upon readmission, students are expected to follow their treatment plan as established by their treating clinician. Students also will be required to meet with a staff member in the Wellness Center in order to establish a plan of action for the initial semester of re-enrollment. The plan may include regular meetings with that staff member and/or confirmation that the treatment plan is being consistently followed. Failure to do so may constitute grounds for the college to exclude, suspend or withdraw the student administratively.

Readmission of Former Students

A student who discontinues enrollment with Wofford and who wishes to return must apply to the Office of the Registrar for readmission.

The Application for Readmission, deposit, and Verification of Good Standing (if necessary) must be submitted at least 30 days prior to the start of the semester/term in which s/he plans to re-enroll. Students that completed coursework at another institution of higher education during his/her absence from Wofford must submit an official transcript from the institution(s) attended as well as the Verification of Good Standing form. The Verification of Good Standing form needs to be completed by the Dean of Students (or equivalent) at the other institution. Both the official transcripts and verification of good standing should be sent directly to the Registrar's Office. The Application for Readmission (<http://www.wofford.edu/registrar/forms.aspx>) and the Verification of Good Standing (<http://www.wofford.edu/registrar/forms.aspx>) can be found on the Registrar's website.

Course Work at Other Institutions

Cross-Registration Program

The academic programs offered at Wofford are supplemented by a cooperative cross-registration arrangement between Wofford and neighboring Converse College, as well as the University of South Carolina-Upstate. Students at each institution may register on a space-available basis for certain courses offered at the other colleges, and thus

the number and types of courses available to students are considerably increased, efficient use of educational resources is developed, and a fuller relationship among the colleges is fostered. This benefit is available only during the fall and spring semesters to students who have a 2.00 cumulative GPA or better and who are otherwise in good standing, provided that there is space for their enrollment in the given courses. It is not valid for the summer sessions. Wofford students may not take courses at Converse or USC-Upstate that are offered at Wofford nor may they take courses to meet Wofford's General Education requirements. Priority for classroom space for Wofford students at Converse is given to upperclass students. First-year students may not take courses at Converse. Further information and registration options are available through the Office of the Registrar.

Cooperation with Other Institutions

Wofford has partnered with Clemson University and Columbia University to provide students with the option of pursuing a degree in engineering.

It has also established an agreement with Wake Forest University for students interested in pursuing a Master of Arts in Management.

Additional information regarding both programs can be found in the Pre-Professional Programs (p. 38) section of the Catalog.

Coursework Elsewhere

Students wishing to take course work at another college or university and apply that work to their Wofford degree requirements must secure advance approval from the Office of the Registrar prior to attendance.

Courses used to satisfy major, minor, concentration, program and/or emphasis requirements must get the approval of the department chair. The chairs will determine the suitability and equivalency of the courses towards the majors, minors, etc., while the Registrar's Office will consider whether the student's request meets certain institutional requirements.

Eligibility conditions for coursework completed elsewhere:

1. The student may not repeat a course at another college or university that s/he has failed or received a passing grade at Wofford.
2. If a student has earned 60 or more credit hours s/he may only complete coursework at a 4-year college or university (not a technical or community college).
3. The student may not take a course load that Wofford considers excessive.
4. Wofford College will not accept credit for any coursework completed as a wilderness expedition, leadership training (NOLS), or semester at sea program. Also, courses offered by correspondence, television or extension will not be accepted.
5. Students may not take a course that is offered at Wofford at another Spartanburg area college or university in that same semester or term.
6. Wofford will not accept credit for work completed at another institution by students who are serving their period of academic probation, academic exclusion, or who have been suspended/ excluded for violating college policy as noted in the *Code of Students Rights and Responsibilities* and the *Honor Code*.

Other circumstances pertaining specifically to Total, GPA, and Residency (p. 37) requirements may impact the decision to take coursework elsewhere. Please consult those areas of the *Catalog* for additional information.

Once the Registrar's Office receives the official transcript, credits will be accepted for those approved courses in which the student received grade of 'C' or higher. Semester hours for accepted transfer courses

will be adjusted to conform to Wofford's curriculum, if necessary. The grades on courses taken elsewhere are not included in the computation of the student's GPA. The only exception to this rule is for coursework completed in a Wofford-related study abroad program, or as part of the cross-registration program in effect with Converse College and USC-Upstate. With these three programs, credits are accepted for all officially approved courses and the grades for all courses are included in the GPA computation in the same fashion as grades for courses taken at Wofford.

Certain scholarship awards programs require that coursework applied toward continued eligibility be done at the institution from which the student will earn the degree. Students should seek information from the Director of Financial Aid.

Summer Session

The summer session, conducted in two terms of five weeks each, begins each year in June and ends in August. The summer academic program reflects the same general purpose as that of the fall and spring semesters. It also provides special advantages in allowing both current and new students an opportunity to accelerate their work toward their bachelor's degree and in permitting students to make up academic deficiencies they may have incurred.

In each term, summer courses normally meet five times weekly, Monday through Friday, in daily class sessions of one hour and 45 minutes per course. In addition, science courses have laboratories three afternoons a week. Most summer courses are 3 or 4 credit hours each. Students may undertake a maximum of two courses per term for a maximum of 7 credit hours.

The teacher-certifying bodies of the various states, including South Carolina, have their own rules for applying course credits toward teachers' certificates and teachers should acquaint themselves with these rules before enrolling in summer courses.

Degree Requirements

It is the responsibility of each student to know and meet the requirements for the completion of his or her degree.

Achievement of the bachelor degree is based on a broad distribution of courses across representative fields of the liberal arts as well as a focused study in at least one field. The object of the broad distribution, accomplished by fulfilling the general education requirements, is designed to give the student a wide-ranging view of our intellectual heritage and to expand his/her outlook. The focused study, is achieved by completing a major in one academic discipline or program. It gives the student the opportunity to acquire a competence in a particular field of scholarship.

In all coursework applied to the Bachelor's degree, students must meet certain standards as outlined in the Total Hour, GPA, Residency (p. 37) portion of this *Catalog*.

As well as completing the degree requirements, each student must be approved for the BA or BS degree by the faculty during the May meeting, prior to commencement. Students are degree-eligible when they have met all requirements, have been approved by the faculty, have no outstanding disciplinary charges or sanctions, and have no unmet financial obligations to the college.

Some requirements may be fulfilled by credits earned through the Advanced Placement Program (p. 13), College-Level Examination Program, International Baccalaureate Program, or certain other exams or experiences. The application of those credits to Wofford degree requirements is determined by the Office of the Registrar and the Chair of the appropriate academic department.

Students preparing for post-graduate or professional study (engineering, medicine, dentistry, law, ministry, and others) must complete certain requirements for entry to advanced study in those fields. Students preparing for a career in secondary education must meet certain requirements for licensure. Such requirements may be part of or in addition to the courses required for the Wofford degree. Students interested in pre-professional programs (p. 38) should become familiar with the particular requirements of those programs and how they differ from the requirements for graduation. They should also speak with the appropriate faculty advisers for further clarification.

Degrees Offered

Wofford College offers the degrees of Bachelor of Arts (BA) and Bachelor of Science (BS).

- Students pursuing one of the following majors are eligible to earn the Bachelor of Arts degree:

Art History
Chinese
English
French
German
Government
History
Humanities
Intercultural Studies
International Affairs
Philosophy

Religion
Sociology and Anthropology
Spanish
Theatre

- Students pursuing one of the four following majors are eligible to earn the Bachelor of Science degree:

Biology
Chemistry
Physics
Psychology

- Students pursuing one of the following majors may choose the either the Bachelor of Arts *OR* the Bachelor of Science depending on how they fulfill the General Education Natural Science Requirement: (p. 34)

Accounting
Business Economics
Computer Science
Economics
Environmental Studies
Finance
Mathematics

Students who complete *two majors*, one from a BA field and the other from a BS field, will be awarded the BS degree.

Students who prefer to complete *two degrees*, can do so by earning 154 credit hours and completing one major in a BA field and one in a BS field. Students pursuing two degrees must complete the General Education Natural Science Requirement (p. 34) established for the BS.

General Education Requirements

These requirements are intended to promote breadth of knowledge, integration of disciplinary perspectives, and understanding of diverse cultures. Wofford's program seeks to develop skills in reading, written and oral communication, use of technology, critical thinking, creative expression, numerical reasoning, problem solving, and collaborative and independent learning. The college identifies these competencies as vital to intellectual and personal growth. While these competencies are developed in all courses in the curriculum, they are the explicit focus of general education courses.

Courses which meet General Education requirements are listed below. The same course may not be used to satisfy more than one General Education requirement, but can be used to satisfy major requirements.

CULTURES AND PEOPLES, 3 Credit Hours

Courses meeting this requirement focus on the study of cultures other than European and European-settler cultures, or the interaction between and comparison of European and non-western cultures. A complete list of approved Cultures & Peoples course can found on the Registrar's website (<http://www.wofford.edu/registrar/CulturesAndPeoples>). On the schedule, these courses are designated with the attribute of 'CP'.

ENGLISH, 6 Credit Hours

- ENGL 102 Seminar in Literature and Composition *AND*
- One 200-level English (ENGL) course (excluding ENGL 260)

FINE ARTS, 3-4 Credit Hours

This requirement is met by completing one of the following options:

| | |
|--|---|
| One Art History (ARTH) course at the 200-or 300-level | 3 |
| One Studio Art (ARTS) course at the 200-level | 3 |
| One Music (MUS) course at the 200-level (except for MUS 220) | 3 |
| One Theatre (THEA) course at the 200-level (except THEA 210) or THEA 385 or THEA 390 | 3 |
| Select four semester hours from the following courses: | 4 |
| MUS 100 Men's Glee Club | |
| MUS 101 Wofford Singers | |
| MUS 102 Women's Choir | |
| MUS 103 Group Classical Guitar | |
| MUS 150 Concert Band | |
| MUS 151 String Ensemble | |
| MUS 260 Music Laboratory | |
| MUS 301 Chamber Singers | |
| MUS 302 Instrumental Chamber Music | |
| MUS 351 Wofford Concert Orchestra | |
| THEA 210 Stagecraft | |

FOREIGN LANGUAGES, 3-10 Credit Hours

Foreign language placement is made by the faculty of the Department of Modern Languages, Literatures & Cultures and is normally determined by the student's previous level and amount of foreign language study.

The requirement is met by successfully completing a course sequence (101/102) or one 200-level course as noted below. Arabic is offered periodically. Students may use the Arabic sequence (identified in the class schedule as MLLC 280/281, Modern Standard Arabic I and II) to fulfill the foreign language requirement. BOTH MLLC 280 and 281 are required to complete the requirement. *Please note introductory-level Chinese (CHIN 101/102) and Arabic (MLLC 280/281) language courses meet everyday and are 5 credit hours each.*

Select one of the following: 10 or 5

| | |
|---------------------|---|
| CHIN 101 & CHIN 102 | Beginning Active Chinese and Beginning Active Chinese |
| CHIN 201 | Low Intermediate Chinese |
| CHIN 202 | Low Intermediate Chinese |

Select one of the following: 6 or 3

| | |
|---------------------|---|
| FREN 101 & FREN 102 | Beginning Active French and Beginning Active French |
| FREN 201 | Intermediate Active French |
| FREN 202 | Intermediate Active French |

Select one of the following: 6 or 3

| | |
|-------------------|---|
| GER 101 & GER 102 | Beginning Active German and Beginning Active German |
| GER 201 | Intermediate Active German |
| GER 202 | Intermediate Active German |

Select one of the following: 6 or 3

| | |
|---------------------|--|
| LATN 101 & LATN 102 | Elementary Latin I and Elementary Latin II |
| LATN 201 | Latin Prose |

Select one of the following: 6 or 3

| | |
|---------------------|---|
| SPAN 101 & SPAN 102 | Beginning Active Spanish and Beginning Active Spanish |
| SPAN 200 | Communication & Culture |
| SPAN 201 | Intermediate Active Spanish |
| SPAN 202 | Intermediate Active Spanish |

HISTORY, 3 Credit Hours

This requirement is met by:

Select one of the following: 3

| | |
|----------|--|
| HIST 100 | History of Ancient and Medieval Western Civilization to 1350 |
| HIST 101 | History of Early Modern Western Civilization to 1815 |
| HIST 102 | History of Modern Western Civilization Since 1815 |

HUMANITIES 101, 3 Credit Hours

Every new freshman is required to take HUM 101 Freshman Seminar in Humanities during the fall semester of their initial year of enrollment.

Students who do not pass the course during the fall semester of their freshman year will be required to retake it during the spring semester of their freshman year.

MATHEMATICS, 3 Credit Hours

Any three-credit hour course in Mathematics (MATH).

PHILOSOPHY, 3 Credit Hours

Any three-credit hour course in Philosophy (PHIL).

WELLNESS, 2 Credit Hours

Two one-credit hour courses with one credit hour of First Year Interaction Seminar (FYI 101) in the fall semester and one-credit hour of Physical Education (PHED).

RELIGION, 3 Credit Hours

One 200-level Religion (REL) course.

NATURAL SCIENCE, B.A. DEGREE, 8 Credit Hours

The natural science requirement is met by successfully completing a two-course sequence(i.e. PHY 121/122) from the Bachelor of Science track OR by taking one life science and one physical science chosen from the following:

Life Sciences

| | | |
|----------|---|---|
| BIO 104 | Biology: Concepts & Methods (with lab) | 4 |
| BIO 150 | Biological Inquiry (with lab) | 4 |
| BIO 151 | Biological Development (with lab) | 4 |
| BIO 212 | Introduction to Genetics & Molecular Biology (with lab) | 4 |
| BIO 214 | Introduction to Cellular Biology (with lab) | 4 |
| COSC 150 | Scientific Investigations Using Computation | 4 |
| PSY 104 | Psychology: Concepts & Method | 4 |

| | | |
|----------|--|---|
| PSY 150 | Introduction to Psychological Science (with lab) | 4 |
| PSY 200 | Experimental Methods (with lab) | 4 |
| PSY 230 | Biological Psychology (with lab) | 4 |
| PSY 300 | Learning & Adaptive Behavior (with lab) | 4 |
| PSY 310 | Cognitive Science (with lab) | 4 |
| PSY 315 | Sensation & Perception (with lab) | 4 |
| ENVS 150 | Introduction to Earth System Science (with lab) | 4 |
| ENVS 151 | Analyzing & Modeling Earth Systems (with lab) | 4 |
| ENVS 203 | Introduction to Environmental Science (with lab) | 4 |

Physical Sciences

| | | |
|----------|--|---|
| CHEM 104 | Chemistry: Concepts & Methods (with lab) | 4 |
| CHEM 123 | General Chemistry I (with lab) | 4 |
| CHEM 124 | General Chemistry II (with lab) | 4 |
| COSC 150 | Scientific Investigations Using Computation | 4 |
| PHY 104 | Physics: Concepts & Methods (with lab) | 4 |
| PHY 121 | General Physics I (with lab) | 4 |
| PHY 122 | General Physics II (with lab) | 4 |
| PHY 141 | Physics for Science & Engineering I (with lab) | 4 |
| PHY 142 | Physics for Science & Engineering II (with lab) | 4 |
| ENVS 150 | Introduction to Earth System Science (with lab) | 4 |
| ENVS 151 | Analyzing & Modeling Earth Systems (with lab) | 4 |
| ENVS 203 | Introduction to Environmental Science (with lab) | 4 |

NATURAL SCIENCE, B.S. DEGREE, 16 Credit Hours

This requirement is met by successfully completing four courses, two two-course sequences from different departments (i.e. CHEM 123/124 and PHY 121/122), chosen from the following list:

| | | |
|----------|---|---|
| BIO 150 | Biological Inquiry (with lab) | 4 |
| BIO 151 | Biological Development (with lab) | 4 |
| BIO 212 | Introduction to Genetics & Molecular Biology (with lab) | 4 |
| BIO 214 | Introduction to Cellular Biology (with lab) | 4 |
| ENVS 150 | Introduction to Earth System Science (with lab) | 4 |
| ENVS 151 | Analyzing & Modeling Earth Systems (with lab) | 4 |
| CHEM 123 | General Chemistry I (with lab) | 4 |
| CHEM 124 | General Chemistry II (with lab) | 4 |
| PHY 121 | General Physics I (with lab) | 4 |
| PHY 122 | General Physics II (with lab) | 4 |
| PHY 141 | Physics for Science & Engineering I (with lab) | 4 |

| | | |
|---------|--|---|
| PHY 142 | Physics for Science & Engineering II (with lab) | 4 |
| PSY 150 | Introduction to Psychological Science (with lab) | 4 |
| PSY 200 | Experimental Methods (with lab) | 4 |
| PSY 230 | Biological Psychology (with lab) | 4 |
| PSY 300 | Learning & Adaptive Behavior (with lab) | 4 |
| PSY 310 | Cognitive Science (with lab) | 4 |
| PSY 315 | Sensation & Perception (with lab) | 4 |

Note that some science courses have prerequisites or require permission of instructor.

***Students earning credit through AP, CLEP, IB, etc. for BIO 101/102 or ENVS 110/111 may apply those hours to either the BA or BS natural science general education requirement.*

Interim Requirements

Interim Requirements

Interim is the annual four-week term between Fall and Spring semesters. In Interim, faculty members offer projects on topics not included in the regular curriculum and/or projects using novel approaches and experiences. Each student engages full time for the four weeks on a single project offered by a faculty member OR one proposed by the student and approved by the faculty-student Interim Committee. The list of project topics, which changes yearly, is available through myWofford (<https://my.wofford.edu/cp/home/displaylogin>) early in the fall semester. Regulations for the Interim and for the submission/approval of student proposed projects also may be obtained from the Interim Committee or the Interim Coordinator.

Each student must complete and pass four projects, one for each academic year or equivalent at Wofford. Only one Interim project may be undertaken at a time. Failing a project will require the student to complete and pass a project in a subsequent Interim term or in the summer. Credit hours earned in Interim projects may be applied only toward the Interim requirement. They cannot be used to satisfy any portion of General Education, requirements for majors, minors or other programs.

Exceptions to the four Interim rule are provided for very specific situations.

- Students who complete all degree requirements, including earning 124 credit hours, in three academic years are eligible to have one Interim waived.
- Students declared in the Teacher Education program are required to take EDUC 430 as their senior Interim project. This course will apply to the Interim requirement as well as the teacher education requirements.
- Satisfactory completion of an approved study abroad program will stand in lieu of an Interim project only when the calendar of that study abroad program precludes the student's participation in Interim. However, no Interim credit hours are awarded. Satisfactory completion is defined as earning a minimum of 12 credit hours with a term GPA of 2.00.
- Students that transfer to Wofford after beginning their academic careers elsewhere will need to complete one Interim for every academic year while enrolled at Wofford. For example, a student

that transfers during the Spring of their freshman year will need to complete three Interims if they graduate on-time during the Spring of their senior year. A student that does not finish on-time and delays graduation until that following Fall, will need to complete an additional Interim as the student has completed another full year of enrollment.

- Students suffering from a medical condition or other extenuating circumstance that may preclude them from completing an Interim, need to request relief of the Interim requirement for that particular year. Each case is reviewed individually by the Coordinator of the Interim and the Registrar, in consultation with other faculty and staff as needed. Approved waivers will be noted in DegreeWorks and with an exception adjusting the number of hours necessary to fulfill the Interim requirement.

Total Hour, GPA & Residency Requirements

Candidates must complete 124 credit hours, including all general education and major requirements, electives, and the prescribed number of Interim projects.

A candidate must also have an overall cumulative GPA of at least a 2.00. Students who do not meet the minimum GPA requirement outright, may still be considered a candidate for graduation if they have a minimum GPA of 2.00 on 106 credit hours *AND* earned a grade of 'C-' or better in each course used to fulfill general education and major requirements.

A candidate is required to perform at a minimum level in all major courses as well. An average GPA of 2.00 or higher must be earned in all coursework that could apply toward the major. Grades earned in all required and elective courses attempted in the major are included in the calculation (grades earned in prerequisites are not included). Again, candidates who do not meet the major GPA requirement outright may do so by earning a 'C' or better in the minimum number of hours required for the major and in each of the courses specifically required for the major.

Grades earned at Wofford College and in Wofford-related study abroad and cross-registration programs approved in advance by the Registrar, are used in computing students' grade-point averages and in determining whether other grade requirements for graduation have been met. Grades transferred from other institutions are not used in these determinations.

The last 34 hours of coursework and more than half of the hours toward the major must be completed at Wofford College. Courses taken in a Wofford-approved study abroad program are considered to have been completed at Wofford College. In extenuating circumstances an exception to the residency requirement may be granted. If granted, students are permitted to complete up to 8 credit hours at another accredited four-year college or university. Before undertaking such work, the student must obtain special approval from the Registrar and the Chair of any department concerned.

Major Requirements

By March 1 of the sophomore year or at the point the student earns 60 credit hours, whichever is later, the student is required to officially declare their major by completing the Major Declaration form. The form is available through myWofford (<https://my.wofford.edu/cp/home/displaylogin>) and the Registrar's (<http://www.wofford.edu/registrar/forms.aspx>) webpage. It requires approval by the department chair of the student's intended major.

A major involves the successful completion of substantial numbers of semester hours in one academic department or, under certain circumstances, in a selected combination of departments. The number of hours required for the various majors ranges from 27 - 40 (in addition to any prerequisite hours). Majors are available in: Accounting, Art History, Biology, Business Economics, Chemistry, Chinese, Computer Science, Economics, English, Environmental Studies, Finance, French, German, Government, History, Humanities, Intercultural Studies, Mathematics, Philosophy, Physics, Psychology, Religion, Sociology, Spanish, and Theatre. The specific requirements for a given major are found under the section entitled Departments, Programs & Courses (p. 40) of the *Catalog*.

More than half of the courses in a student's major must be taken and successfully completed at Wofford. In addition, the student must have a cumulative grade-point average of at least 2.00 in all courses that could be applied to the major, excluding prerequisites.

Minor Requirements

Minors involve substantial work in a subject, but offer less depth and integration of study than a major. Minors are offered in the following areas:

Accounting
Art History
Business
Chemistry
Chinese Studies
Computer Science
Creative Writing
Economics
English
Environmental Studies
Film and Digital Media
Finance
German Studies
Government
History
International Affairs
Mathematics
Philosophy
Religion
Sociology and Anthropology
Studio Art
Theater

More than half of the courses in a student's minor must be taken and successfully completed at Wofford. In addition, the student must have a cumulative grade-point average of at least 2.00 in all courses that could be applied to the minor, excluding prerequisites. The successful completion of a minor is noted on the student transcript. Specific requirements for each minor can be found under the Departments, Programs & Courses (p. 40) section of the *Catalog*.

Programs, Concentrations & Emphases

Wofford offers additional areas of study which are interdisciplinary in nature or specifically focus on one aspect of the student's chosen major. Typically, programs are interdisciplinary fields open to all students, while concentrations and emphases are available only to students pursuing a

specific major. Programs, concentrations and emphases are offered in the following areas (those that require a specific major, note that major in the parentheses):

Programs

African/African American Studies
Asian Studies
Classical Civilizations
Gender Studies
Latin American and Caribbean Studies
Medical Humanities
Middle Eastern & North African Studies
Neuroscience
19th Century Studies (English or History)
Teacher Education

Concentrations

American Politics (Government)
Applied Math (Math)
Creative Writing (English)
Film and Digital Media (English)
Political Theory (Government)
Pure Math (Math)
Studio Art (Art History)

Emphases

Computational Science (One of the Natural Sciences, Computer Science, or Math)
Information Management (Accounting, Business Economics, Economics or Finance)

Specific requirements for each are found in the Departments, Programs & Courses (p. 40) section of the *Catalog*.

Pre-Professional Programs

Army Reserve Officer Training Corps

Completion of the ROTC program at Wofford College earns graduating men and women commissions as second lieutenants in the United States Regular Army, the National Guard or the United States Army Reserve. The program prepares students for all branches of the Army, except for those requiring additional study on the graduate- or professional-school level. Delays in beginning active service may be granted to commissioned students who wish to attend law, medical, or dental school.

The United States Army gives financial support to ROTC. This support includes provision of uniforms, textbooks, and equipment for students in the program. In addition, the Army offers scholarships to qualified students selected through a national competition.

Additional information on scholarships may be found in the Financial Aid & Scholarships (p. 23) portion of the *Catalog*. A description of program requirements can be found under Military Science (p.) section of Departments, Programs & Courses.

Pre-Engineering and Dual Degree Programs

Students interested in earning a degree in engineering can do so through the dual degree programs offered by Wofford in conjunction with Clemson University and Columbia University. Both programs require

the completion of three years in the liberal arts curriculum at Wofford and then approximately two years in an engineering curriculum at either Clemson or Columbia. After a student has completed the general education requirements, certain prescribed courses in mathematics and the physical sciences at Wofford, and has been recommended by the adviser, s/he will be accepted into the engineering program at Clemson or Columbia. Upon completion of the program, students will receive a BS degree from Wofford College and a BS in Engineering from the partner institution. The pre-engineering program is tightly structured. The courses required for the dual-degree program depend on the choice of partner institution. Therefore, it is necessary to consult early and frequently with the program adviser at Wofford.

Pre-Health Care, Pre-Ministry and Pre-Law

Wofford College has an excellent reputation for preparing persons for the graduate study required for entry into medicine, dentistry, nursing, veterinary medicine, the Christian ministry, and law. Generally, any of the College's majors provide useful and appropriate background for students who wish to enter professional schools. There are, however, certain specific course requirements which must be met for admission to most professional and graduate schools. Therefore, it is necessary for interested students to consult early and frequently with the appropriate program adviser at Wofford.

Students interested in the health care fields should be aware of course requirements for admission to schools of medicine, nursing, dentistry, or veterinary medicine. They should obtain the necessary information before choosing a major or deciding upon elective course work. Advisers for each area can be found in the Student Handbook.

There are no specific course requirements or major which must be met for admission to law school. Wofford College has a suggested curriculum for students who wish to prepare for the practice of law. Electives should include English, American History, Government, Accounting, Economics, Ethics, Writing, and Public Speaking. Statistics, Logic, Philosophy, Psychology and Religion also are recommended. Pre-law students usually major in one of the Humanities or Social Sciences, but many science majors are also admitted to law school. The pre-law adviser is listed in the Student Handbook.

Students interested in Christian leadership and ministry are encouraged to affiliate with the Pre-ministerial Society and to establish a relationship with the college Chaplain, who offers opportunities for theological exploration of vocation, for mentoring, and for seminary preparation.

Pre- Management

Wofford and Wake Forest have established a partnership in which Wofford students who meet certain requirements are guaranteed acceptance to Wake's 10- month Master of Arts (MA) in Management. The MA in Management is ideal for liberal arts, economics, and sciences graduates looking to gain a competitive edge in business. The program is open to students of all majors with the exception of those pursuing a degree in accounting or finance. Scholarships are assured, but amounts are based on GPA. The only recommended courses at the undergraduate level are ACCT 211 Accounting Principles and MATH 140 Statistics. Dr. Boyce Lawton coordinates the program at Wofford and should be consulted about details regarding entry to the program.

Teacher Education Program

Wofford College's education program prepares graduates to teach at certain levels in public and private schools in South Carolina and the

nation. The program leads to licensure by the State of South Carolina in grades 9-12 in biology, chemistry, English, mathematics, social studies (economics, government, history, psychology, and sociology) and grades K-12 in French and Spanish. The program is accredited by the South Carolina Department of Education (<http://ed.sc.gov/agency/se/Educator-Services/Licensure>). Licensure in South Carolina earns licensure in most other states through a program of reciprocity.

The goal of the Teacher Education Program is to produce knowledgeable teachers who demonstrate excellence in character, provide leadership to their schools and communities, and make a commitment to life-long learning and professional development. The Teacher Education Program provides the disciplinary and professional courses and the field experiences to prepare the Wofford teacher candidate for excellent service as a teacher.

Careful planning and selection of courses are required in order to satisfy both Wofford's requirements and those required for South Carolina licensure. The earlier a teacher candidate registers interest in teaching with the chair of the Department of Education, the more readily the planning can be effected.

Departments, Programs & Courses

Departments establish and oversee their particular areas of study.

Each has outlined their course offerings, pre-requisites, major, minor, concentration, and emphasis requirements. Please be aware that not all courses are offered every year. For additional information about program requirements or course offerings, contact the appropriate department chair directly.

Course Numbering System

Courses numbered at the 100-and 200-levels are primarily for first-year students and sophomores; courses numbered at the 300-and 400-levels are primarily for juniors and seniors.

In general, courses numbered in the 250s, 450s or 460s are research courses or directed study courses; those numbered in the 470s are independent study courses; and those numbered in the 280s, 290s, 480s or 490s are either selected or advanced topics courses. Honors courses, which may be developed for individual senior students, are numbered at 500.

Course Restrictions

Enrollment in 100- and 200-level Foreign Language courses and ENGL 102 Seminar in Literature and Composition, is reserved for first-year students. Students who do not complete the General Education requirements in those areas by the end of their entering year cannot be guaranteed space in the courses in future semesters. Sophomores and first-year students with advanced standing have priority registration for 200-level English courses. Students who do not fulfill the 200-level English requirement by the end of their sophomore year cannot be guaranteed space in future semesters.

For Chinese, French, German and Spanish 101, 102, 200, 201, 202, 301 and 303, a general restriction applies. Students who receive credit for a more advanced course normally may not take or repeat a less advanced course in the same language and receive credit for it (the only exception is for 201 and 202 which may be taken in any order). Students should not plan to enroll in restricted Foreign Language courses without first seeking the approval of the chair of the Department of Modern Languages, Literatures and Cultures.

Although MATH 160 Calculus for the Social Sciences for the Social Sciences and MATH 181 Calculus I are two separate courses, however, a student may NOT earn credit for both courses during their Wofford career.

Students may earn a maximum number of credit hours in the areas/courses as indicated below:

CHEM 250 Introduction to Research: 4 hours

CHEM 450 Senior Research: 4 hours

CHIN 241 Language & Culture I : 4 hours

COSC 280 Selected Topics in Computer Science: 6 hours

ENGL 400 Communications in Community: 6 hours

THEA 400 Theatre Practicum: 6 hours

Applied Music (MUS), 8 credit hours total from the courses listed:

MUS 100 Men's Glee Club

MUS 101 Wofford Singers

MUS 102 Women's Choir

MUS 150 Concert Band

MUS 151 String Ensemble

MUS 260 Music Laboratory (only 2 of the 8 credit hours can be in MUS 260 Music Laboratory)

MUS 302 Instrumental Chamber Music

MUS 351 Wofford Concert Orchestra

Physical Education (PHED), 2 credit hours total from the courses listed:

PHED 102 Fitness

PHED 103 Tennis

PHED 104 Racquetball

PHED 105 Softball

PHED 106 Karate

PHED 107 Dance

PHED 108 Special Activities

PHED 109 Team Sports

Accounting (ACCT), Business (BUS) and Finance (FIN)

The Department of Accounting, Business and Finance offers majors in Accounting and Finance, and minors in Accounting, Business and Finance. Students majoring in either Accounting or Finance have a choice of earning the BA degree or the BS degree depending upon how they meet the college's natural science requirement.

The Department of Accounting, Business, and Finance participates with the Department of Economics in offering the major in Business Economics and with the Department of Computer Science in offering the *Emphasis in Information Management*. These programs are described in detail within Economics and Computer Science programs, respectively.

Students majoring in Accounting or Finance may NOT major in Business Economics. The minor in Business is NOT available to students majoring in Business Economics.

Chair

Philip G. Swicegood

Professors

Benjamin J. Cartwright

Diane S. Farley

Shawn M. Forbes

Lillian E. González
 Andrew F. Green
 Jenny B. Johnson
 Ryan A. Johnson
 Rickey H. Madden
 Michael L. Merriman
 Wm. Eddie Richardson

Proficiency Requirement

Students majoring in Accounting or Finance, or minoring in Accounting, Business or Finance will be expected to use computers for the following applications: word processing, spreadsheet analysis, Internet access, email, and database searches.

Students majoring or minoring in Accounting or Finance must earn a grade of 'C' or better in BOTH ACCT 211 Accounting Principles and FIN 321 Business Finance.

Requirements for the Major in Accounting

Prerequisites ¹

| | | |
|----------|------------------------------|---|
| ECO 201 | Principles of Microeconomics | 3 |
| ECO 202 | Principles of Macroeconomics | 3 |
| MATH 140 | Statistics | 3 |

Major Requirements

| | | |
|--|---------------------------------------|----|
| ACCT 211 | Accounting Principles | 3 |
| ACCT 341 | Cost Accounting I | 3 |
| ACCT 345 | Accounting Information Systems | 3 |
| ACCT 351 | Intermediate Accounting I | 3 |
| ACCT 352 | Intermediate Accounting II | 3 |
| ACCT 412 | Auditing | 3 |
| ACCT 425 | Income Tax Concepts & Decision Making | 3 |
| BUS 331 | Management | 3 |
| BUS 338 | Marketing | 3 |
| ECO 372 | Business Law | 3 |
| FIN 321 | Business Finance | 3 |
| Select six hours from the following courses: | | 6 |
| ACCT 411 | Advanced Accounting | |
| ACCT 413 | Auditing II | |
| ACCT 426 | Tax Concepts II | |
| ACCT 441 | Cost Accounting II | |
| ACCT 445 | Financial Statement Analysis | |
| Selected ACCT 480 courses | | |
| Total Hours | | 39 |

Requirements for the Major in Finance

Prerequisites ¹

| | | |
|----------|------------------------------|---|
| ECO 201 | Principles of Microeconomics | 3 |
| ECO 202 | Principles of Macroeconomics | 3 |
| MATH 140 | Statistics | 3 |

Major Requirements

| | | |
|---|---|---|
| ACCT 211 | Accounting Principles | 3 |
| FIN 321 | Business Finance | 3 |
| FIN 445 | Financial Statement Analysis ² | 3 |
| Select six hours from the following Accounting courses: | | 6 |

| | | |
|---|--|----|
| ACCT 341 | Cost Accounting I | |
| ACCT 351 | Intermediate Accounting I | |
| ACCT 352 | Intermediate Accounting II | |
| ACCT 425 | Income Tax Concepts & Decision Making | |
| ACCT 426 | Tax Concepts II | |
| ACCT 441 | Cost Accounting II | |
| Select six hours from the following Business courses: | | 6 |
| BUS 301 | Leadership - In Business & Beyond | |
| BUS 331 | Management | |
| BUS 338 | Marketing | |
| BUS 339 | Consumer Behavior | |
| BUS 340 | Marketing Research | |
| BUS 347 | Entrepreneurship and Small Business Management | |
| BUS 350 | Business and the Environment: The Sustainable Enterprise | |
| ECO 372 | Business Law | |
| PHIL 213 | Ethics and Business | |
| Select twelve hours of 400-level Finance (FIN) courses ² | | 12 |
| Total Hours | | 33 |

¹ A minimum grade of 'C' is required in all prerequisites for majors in Accounting or Finance. ECO 201 Principles of Microeconomics and ECO 202 Principles of Macroeconomics, usually taken in the sophomore year, are required by the Accounting and Finance majors, but may be taken at any time prior to graduation. Specific prerequisites for Accounting and Finance courses are noted in the Catalog course descriptions that follow.

² In order for a 400-level Finance course to apply to the Finance major or minor, a grade of 'C-' or better must be earned.

Proficiency Requirement

Students majoring or minoring in Accounting or Finance must earn a grade of 'C' or better in BOTH ACCT 211 Accounting Principles and FIN 321 Business Finance.

Requirements for the Minor in Accounting

Prerequisite

| | | |
|----------|------------|---|
| MATH 140 | Statistics | 3 |
|----------|------------|---|

Requirements

| | | |
|-------------|---------------------------------------|----|
| ACCT 211 | Accounting Principles | 3 |
| FIN 321 | Business Finance | 3 |
| ACCT 341 | Cost Accounting I | 3 |
| ACCT 351 | Intermediate Accounting I | 3 |
| ACCT 352 | Intermediate Accounting II | 3 |
| ACCT 345 | Accounting Information Systems | 3 |
| or ACCT 425 | Income Tax Concepts & Decision Making | |
| Total Hours | | 18 |

Requirements for the Minor in Finance

Prerequisite

| | | |
|----------|------------|---|
| MATH 140 | Statistics | 3 |
|----------|------------|---|

Requirements

| | | |
|----------|-----------------------|---|
| ACCT 211 | Accounting Principles | 3 |
|----------|-----------------------|---|

| | | |
|---|---|----|
| FIN 321 | Business Finance | 3 |
| FIN 445 | Financial Statement Analysis ¹ | 3 |
| Select nine credit hours of Finance (FIN) courses at the 400-level ¹ | | 9 |
| Total Hours | | 18 |

Requirements for the Minor in Business

| | | |
|--|-----------------------|----|
| ACCT 211 | Accounting Principles | 3 |
| FIN 321 | Business Finance | 3 |
| Select twelve hours of Business (BUS) courses at the 300 or 400-level or PHIL 213 ² | | 12 |
| Total Hours | | 18 |

¹ In order for a 400-level Finance course to apply to the Finance major or minor, a grade of 'C-' or better must be earned.

² Business courses may NOT double count in both the Business minor and any other program of study. Students are required to take additional Business courses to total 12 hours that do not apply elsewhere.

African/African American Studies (AAAS)

The program in African/African American Studies is an interdisciplinary course of study in the rich history and culture of Africa and the descendants of Africa in America. Working across disciplines and departments, the program will integrate courses from Art History, English, Government, History, Philosophy, Religion, Sociology, and Theatre, and will culminate in an independent capstone project.

The program in African/African American Studies is not a major. Courses applied toward requirements for African/African American Studies also may be counted for other programs, majors, or minors. Successful completion of the program will be noted on the transcript and on the program for commencement exercises.

Coordinator

Jim Neighbors

Advisers

Kenneth J. Banks

Kimberly A. Rostan

Program Requirements

| | | |
|--|--|----|
| Select one theory course | | 3 |
| ENGL 320 | African American Literature | |
| ENGL 339 | Race, Gender, and Empire | |
| HIST 294 | History of Slavery and Slave Societies | |
| SOC 307 | W.E.B. DuBois and the Development of Black Sociology | |
| Select four of the following, with not more than two, including the theory course, from the same department: | | 12 |
| ARTH 241 | African Art: Gender, Power & Life-Cycle Ritual | |
| ENGL 320 | African American Literature | |
| ENGL 330 | Black Arts Movement | |

| | | |
|-------------------------|--|----|
| ENGL 340 | African Literature | |
| ENGL 424 | African American Drama | |
| ENGL 436 | Literature & Human Rights | |
| GOV 333 | Southern Politics | |
| GOV 335 | African American Politics | |
| HIST 293 | History of the Peoples of Sub-Saharan Africa | |
| HIST 307 | History of the American South to the Civil War | |
| HIST 308 | History of the American South since the Civil War | |
| HIST 316 | Topics in African-American History | |
| INTL 363 | African Politics | |
| PHIL 331 | African Philosophy | |
| SOC 240 | Race and Ethnic Relations | |
| SOC 305 | The Sociological Wisdom of Martin Luther King, Jr. | |
| SOC 306 | Life & Times of Malcolm X | |
| SOC 307 | W.E.B. DuBois and the Development of Black Sociology | |
| THEA 424 | African American Drama | |
| Senior Capstone Project | | 3 |
| AAAS 448 | Capstone Project: African/African American Studies | |
| Total Hours | | 18 |

Special topics courses offered at the 480- or 490-level through the departments of Art History, English, Government & International Affairs, History, Philosophy, Religion, Sociology & Anthropology and Theatre may apply to the program with prior approval by the Coordinator.

Art History (ARTH) and Studio Arts (ARTS)

The department offers a number of degree options in Art History and Studio Art. Students can earn a major Art History or a major in Art History with a concentration in Studio Art. Minors are available in both Art History and Studio Art.

The curriculum in Art History immerses students in the study of visual culture, especially works of painting, sculpture, and architecture, but also other media such as prints, textiles, and body adornment. Coursework in Art History develops a mastery of the concepts and language particular to the analysis of images and architectural space. Art History is inherently cross-disciplinary and the task of understanding a work of art in its historical context requires an awareness of the politics, economics, literature and religion of that period. Students majoring in Art History will acquire skills in visual analysis, familiarity with different approaches to the interpretation of works of art, training in the techniques of research in the humanities, and the ability to write clearly and persuasively about art.

Additionally, courses in Studio Art allow students to explore the materials and techniques of diverse media, from drawing and painting to photography, print making, and installation art.

Honors Courses and In-Course Honors

The Department of Art History and Studio Art encourages its students to undertake honors work. For further information, the student is referred to

the sections on Honors Courses (p. 30) and In-Course Honors (p. 30) in the *Catalog*.

Chair

Karen H. Goodchild

Professors

David S. Efurd
Alice K. McMillan
Kristofer M. Neely
Peter L. Schmunk
Jessica Scott-Felder

Requirements for the Major in Art History

All majors should take ARTH 411 Art Historiography the fall semester of their junior year or before and must perform satisfactorily (a score of 75 percent or better) on the test of Art Historical Proficiency, which is administered as part of that course. Ideally, students will take ARTH 201, 202 and 220 either prior to or concurrently with ARTH 411. Students are encouraged to devote a semester to study abroad. Although not a requirement, the Senior Capstone course (ARTH 448 Senior Capstone in Art History) is an excellent option for students considering graduate study. The Capstone is designed to provide students with the opportunity to pursue an advanced research project under the guidance of a member of the Art History faculty. Completing an internship related to the field, either over the summer or during the academic year, is also recommended.

The Art History major requires 30 semester hours in addition to the satisfactory completion of the General Education Fine Art requirement.

| | | |
|--|--|----|
| ARTH 201 | History of Western Art I | 3 |
| ARTH 202 | History of Western Art II | 3 |
| ARTH 220 | Survey of Asian Art History | 3 |
| ARTH 411 | Art Historiography | 3 |
| Select one of the following Studio Art courses: | | 3 |
| ARTS 250 | Two-Dimensional Design | |
| ARTS 251 | Drawing | |
| ARTS 252 | Painting | |
| ARTS 260 | Three-Dimensional Design | |
| ARTS 351 | Figure Drawing | |
| Select one of the following: | | 3 |
| ARTH 412 | Women in Italian Renaissance & Baroque Art | |
| ARTH 415 | Empires & Antiquities | |
| PHIL 310 | Philosophy of Art | |
| Select four additional Art History (ARTH) courses, three of which must be at the 300- or 400-level | | 12 |
| Total Hours | | 30 |

Requirements for the Major in Art History with a Concentration in Studio Art

The Art History Major with a Concentration in Studio Art requires students to successfully complete seven courses in Art History, four courses in Studio Art, and the Senior Capstone in Studio Art. Art Historiography (ARTH 411) should be successfully completed during the fall semester of the junior year, including a score of 75 percent or better on the Test

of Art Historical Proficiency which is administered as part of the course. Ideally, students will take ARTH 201, 202 and 220 either prior to or concurrently with ARTH 411. During the senior year, students must complete ARTS 448 Senior Capstone in Studio Art. The Capstone integrates art historical knowledge with creative studio artwork.

The Art History Major with a Concentration in Studio Art requires 36 semester hours in addition to the satisfactory completion of the General Education Fine Art requirement.

| | | |
|--|-------------------------------|----|
| ARTH 201 | History of Western Art I | 3 |
| ARTH 202 | History of Western Art II | 3 |
| ARTH 220 | Survey of Asian Art History | 3 |
| ARTH 411 | Art Historiography | 3 |
| ARTS 448 | Senior Capstone in Studio Art | 3 |
| Select four courses in Studio Art (ARTS), with at least two at the 300- or 400-level. | | 12 |
| Select three courses in Art History (ARTH), with at least two at the 300- or 400-level | | 9 |
| Total Hours | | 36 |

Requirements for the Minor in Art History

The Art History minor requires 18 semester hours in addition to the satisfactory completion of the General Education Fine Art requirement.

| | | |
|---|-----------------------------|----|
| ARTH 201 | History of Western Art I | 3 |
| ARTH 202 | History of Western Art II | 3 |
| ARTH 220 | Survey of Asian Art History | 3 |
| Select two Art History (ARTH) courses at the 300- or 400-level. | | 6 |
| Select one additional Art History (ARTH) course OR one of the following Studio Art courses: | | 3 |
| ARTS 250 | Two-Dimensional Design | |
| ARTS 251 | Drawing | |
| ARTS 252 | Painting | |
| ARTS 260 | Three-Dimensional Design | |
| ARTS 351 | Figure Drawing | |
| Total Hours | | 18 |

Requirements for the Minor in Studio Art

The Studio Art minor affords the opportunity to develop an artistic and creative practice alongside the student's major field of study. The Studio Art minor requires 18 semester hours in addition to the satisfactory completion of the General Education requirement in the Fine Arts. Courses completed toward the Studio Art minor cannot count toward any other major, minor, or concentration.

| | | |
|--|--|---|
| ARTS 251 | Drawing | 3 |
| Select one of the following sequences: | | 6 |
| ARTS 250 & ARTS 356 | Two-Dimensional Design and Printmaking | |
| ARTS 260 & ARTS 357 | Three-Dimensional Design and Shaping Space: Environmental Art & Installation | |
| ARTS 252 & ARTS 352 | Painting and Watercolor | |
| ARTS 255 & ARTS 355 | Digital Photography and Advanced Digital Photography | |

| | |
|--|----|
| Select one Studio Art (ARTS) course at the 200, 300 or 400-level | 3 |
| Select one Studio Art (ARTS) course at the 300 or 400-level | 3 |
| Select one Art History (ARTH) course at the 200-level | 3 |
| Total Hours | 18 |

Arabic (ARBC)

ARBC 101. Beginning Active Arabic. 5 Hours.

This course will introduce the basic skills needed to master reading, writing, listening, and speaking Modern Standard Arabic (also known as formal Arabic, or al-fush?, the spoken lingua franca of the Arab world and the language of written Arabic documents such as religious texts, published material such as books, newspapers and magazines; and media sources and broadcasts), as well as the Shami dialect of Arabic, spoken in Lebanon, Syria, Jordan, and Palestine. This course will provide the necessary foundation for future development in Arabic proficiency, as well as provide students with the necessary tools and proficiencies to begin to speak, read, write, and listen to Arabic both inside and outside of the classroom.

ARBC 102. Beginning Active Arabic. 5 Hours.

This course will introduce the basic skills needed to master reading, writing, listening, and speaking Modern Standard Arabic (the spoken lingua franca of the Arab world and the language of written Arabic documents, media and broadcasts), as well as the Shami dialect of Arabic, spoken in Lebanon, Syria, Jordan, and Palestine. This course will provide the necessary foundation for future development in Arabic proficiency, as well as provide students with the necessary tools and proficiencies to begin to speak, read, write, and listen to Arabic both inside and outside of the classroom.

Prerequisite: ARBC 101 with a minimum grade of D.

ARBC 280. Selected Topics in Arabic. 1 to 4 Hours.

The study of selected topics, at the introductory or intermediate level, in Arabic.

ARBC 281. Selected Topics in Arabic. 1 to 4 Hours.

The study of selected topics, at the introductory or intermediate level, in Arabic.

Asian Studies Program (ASIA)

The program in Asian Studies provides students the opportunity to explore cultures and traditions in Asia, especially the regions of East, Himalayan, South, and Southeast Asia. The program's interdisciplinary curriculum builds upon strengths in various fields of study to offer diverse avenues of inquiry and investigative methods relevant to Asia. Specifically, students in the Asian Studies Program are encouraged to pursue interests across several disciplines, such as Anthropology, Art History, Government, History, Modern Languages, Philosophy, Religion, and Anthropology.

The program in Asian Studies is not a major. Courses applied toward requirements for this program may also be counted toward requirements that will satisfy other programs, majors, or minors. Successful completion of the program will be noted on the transcript and on the program for commencement exercises.

Students pursuing the program in Asian Studies may NOT also minor in Chinese Studies.

Coordinator

David S. Efurd

Subject to the approval of the Asian Studies Coordinator, coursework relevant to the Asian Studies program taken with an approved Study Abroad program in East, Himalayan, South, or Southeast Asia may apply to the program requirements. The Asian Studies program offers two tracks, the culture track and the language and culture track. Both tracks require a minimum of 18 credit hours.

Requirements for the Program in Asian Studies, Culture Track

| | | |
|--|---|----|
| Group A, Chinese Culture | | 6 |
| ARTH 322 | Art of China | |
| CHIN 304 | Chinese Culture Through Film | |
| CHIN 306 | Intercultural Communication Between East and West | |
| CHIN 307 | Modern China | |
| CHIN 412 | Chinese Literature in Translation | |
| INTL 362 | China: Politics, Economy and Foreign Relations | |
| PHIL 333 | Chinese Philosophy | |
| Group B, Art and History | | 6 |
| ARTH 220 | Survey of Asian Art History | |
| ARTH 225 | Islamic Art | |
| ARTH 321 | Art of South Asia | |
| ARTH 323 | Art of Japan | |
| ARTH 415 | Empires & Antiquities | |
| HIST 292 | Modern East Asia | |
| Group C, Anthropology, Philosophy, and Religion | | 6 |
| ANTH 313 | Cultures of Southeast Asia and Oceania | |
| PHIL 335 | Buddhist Philosophy | |
| REL 221 | Introduction to Islam | |
| REL 222 | Introduction to Confucianism | |
| REL 357 | Buddhist Religious Traditions | |
| REL 358 | Hindu Religious Traditions | |
| Total Hours | | 18 |

Requirements for the Program in Asian Studies, Language and Cultures Track

| | | |
|--|------------------------------|---|
| Language Requirement | | 6 |
| Select two courses from the following: | | |
| CHIN 101 | Beginning Active Chinese | |
| CHIN 102 | Beginning Active Chinese | |
| CHIN 201 | Low Intermediate Chinese | |
| CHIN 202 | Low Intermediate Chinese | |
| CHIN 301 | High Intermediate Chinese | |
| CHIN 302 | Low Advanced Chinese | |
| CHIN 401 | Advanced Chinese I | |
| CHIN 402 | Advanced Chinese II | |
| Group A, Chinese Culture | | 3 |
| ARTH 322 | Art of China | |
| CHIN 304 | Chinese Culture Through Film | |

| | | |
|--|---|-----------|
| CHIN 306 | Intercultural Communication Between East and West | |
| CHIN 307 | Modern China | |
| CHIN 412 | Chinese Literature in Translation | |
| INTL 362 | China: Politics, Economy and Foreign Relations | |
| PHIL 333 | Chinese Philosophy | |
| Group B, Art and History | | 3 |
| ARTH 220 | Survey of Asian Art History | |
| ARTH 225 | Islamic Art | |
| ARTH 321 | Art of South Asia | |
| ARTH 323 | Art of Japan | |
| ARTH 415 | Empires & Antiquities | |
| HIST 292 | Modern East Asia | |
| Group C, Anthropology, Philosophy, and Religion | | 3 |
| ANTH 313 | Cultures of Southeast Asia and Oceania | |
| PHIL 335 | Buddhist Philosophy | |
| REL 221 | Introduction to Islam | |
| REL 222 | Introduction to Confucianism | |
| REL 357 | Buddhist Religious Traditions | |
| REL 358 | Hindu Religious Traditions | |
| Elective | | 3 |
| ANTH 313 | Cultures of Southeast Asia and Oceania | |
| ARTH 220 | Survey of Asian Art History | |
| ARTH 225 | Islamic Art | |
| ARTH 321 | Art of South Asia | |
| ARTH 323 | Art of Japan | |
| ARTH 415 | Empires & Antiquities | |
| HIST 292 | Modern East Asia | |
| PHIL 335 | Buddhist Philosophy | |
| REL 221 | Introduction to Islam | |
| REL 357 | Buddhist Religious Traditions | |
| REL 358 | Hindu Religious Traditions | |
| Total Hours | | 18 |

With the approval of the Asian Studies Coordinator, students pursuing the language and culture track may substitute coursework in an Asian language other than Chinese when taken with an approved Study Abroad program.

Biology (BIO)

The Department of Biology offers a major in Biology that emphasizes the development of scientific skills and competencies necessary for understanding living systems and critical analysis of scientific claims.

In six foundation courses (BIO 150, 151, 212, 214, CHEM 123 and 124) students are introduced to hypothesis testing, experimental design, data analysis and interpretation while investigating ecology, evolution, genetics, cell biology, and the chemical foundations of life. They will engage with current scientific literature and learn to communicate scientific information in the form of research posters and oral presentations. Students select from a diverse array of upper division courses to further build upon this foundation. Our faculty values a liberal arts education and encourages our majors to pursue other academic interests, including study abroad and biology-linked programs

listed below. Graduates will be well prepared to pursue a graduate or professional degree or seek a job in a biology-related field.

Students majoring Biology are also eligible to complete the Program in Neuroscience or the Emphasis in Computational Science. The program in Neuroscience is an interdisciplinary examination of the nervous system and its regulation of behavior. It is administered by both the departments of Biology and Psychology. Many of the required courses will apply to both fields of study. The Neuroscience (p. 68) portion of the *Catalog* houses the program requirements. The Emphasis in Computational Science is an interdisciplinary field which applies computer science and mathematics to biology and other natural sciences. For requirements, see the *Catalog* section on Computational Science (p. 47).

Students in the Teacher Education Program who are seeking to complete secondary education licensure requirements to teach biology should refer to the *Teacher Education Handbook* and consult with the chairs of the Departments of Biology and Education to develop a curricular plan that will meet the requirements for both fields of study.

Honors Courses and In-Course Honors

The Department of Biology encourages its students to undertake honors work. For further information, the student is referred to the sections on Honors Courses (p. 30) and In-Course Honors (p. 30) in the *Catalog*.

Chair

George R. Davis, Jr.

Vice Chair

John F. Moeller

Professors

Stefanie H. Baker
Lori Cruze
Stacey R. Hettes
Tracie M. Ivy
David I. Kusher
Geoffrey C. Mitchell
John F. Moeller
Robert E. Moss
Douglas A. Rayner
Charles F. Smith
Natalie W. Spivey

Requirements for the Major in Biology

| | | |
|--|---|--------------|
| BIO 150 | Biological Inquiry (with lab) | 4 |
| BIO 151 | Biological Development (with lab) | 4 |
| CHEM 123 | General Chemistry I (with lab) ¹ | 4 |
| CHEM 124 | General Chemistry II (with lab) ¹ | 4 |
| BIO 212 | Introduction to Genetics & Molecular Biology (with lab) | 4 |
| BIO 214 | Introduction to Cellular Biology (with lab) | 4 |
| Select three four-credit hour Biology (BIO) laboratory courses | | 12 |
| Select three additional Biology (BIO) courses which may include laboratory courses | | 9 to 12 |
| Comprehensive Exam - Junior Year | | |
| Total Hours | | 45-48 |

- ¹ CHEM 123 must be completed prior to or concurrently with BIO 212.
CHEM 124 must be completed prior to or concurrently with BIO 214.

Students planning to major in Biology should take BIO 150 Biological Inquiry (with lab), BIO 151 Biological Development (with lab), BIO 212 Introduction to Genetics & Molecular Biology (with lab) and BIO 214 Introduction to Cellular Biology (with lab), CHEM 123 General Chemistry I (with lab), and CHEM 124 General Chemistry II (with lab) prior to enrolling in an upper-level (300 or above) course. The CHEM 123-124 sequence should be taken no later than the sophomore year, and students in good standing are encouraged to start the sequence in the Spring of the freshman year. Majors will need a cumulative GPA of 2.00 or greater in the six core courses to enroll in upper-level courses. Majors are also encouraged to take coursework in statistics (MATH 140 Statistics and/or BIO 241 Introduction to Biostatistics) as early as possible.

Chemistry (CHEM)

The Department of Chemistry offers two major tracks and a minor. In order to allow flexibility in the major and to provide for differing professional goals, major tracks in both Pre-Professional Chemistry and in Liberal Arts Chemistry are available. The Pre-Professional Chemistry Track of 37 semester hours is for students who plan to do graduate work leading to the MS or PhD degree in chemistry or who plan to become industrial chemists. It is designed to conform to the criteria recommended by the American Chemical Society for undergraduate professional education in chemistry. The Liberal Arts Chemistry Track of 33 semester hours in chemistry and four in biology (other than BIO 104 Biology: Concepts & Methods (with lab)) provides more flexibility in selecting courses within the major and in taking elective courses in other departments. It is designed to give a sound foundation in chemistry for students pursuing medically related careers.

Students majoring in chemistry may obtain an Emphasis in Computational Science (p. 47). The interdisciplinary field of Computational Science applies Computer Science and Mathematics to Chemistry and the other sciences. For requirements, see the Catalog section on Computational Science (p. 47).

Honors Courses, In-Course Honors, and Research

Students majoring in Chemistry are encouraged to participate in the honors programs and research opportunities available in the department. For further information, see CHEM 250 Introduction to Research and CHEM 450 Senior Research in the course descriptions and the section on Honors Courses (p. 30) and In-Course Honors (p. 30) in this Catalog, or consult the department chair.

Chair

Jameica B. Hill

Professors

Caleb A. Arrington
Charles G. Bass
Heidi E. Bostic
Ramin Radfar
T. Christopher Waidner

Prerequisite and Corequisite Courses

| | | |
|----------|--------------------------------|---|
| CHEM 123 | General Chemistry I (with lab) | 4 |
|----------|--------------------------------|---|

| | | |
|------------------------------|---|---|
| CHEM 124 | General Chemistry II (with lab) | 4 |
| MATH 181 | Calculus I | 3 |
| MATH 182 | Calculus II | 3 |
| Select one of the following: | | 8 |
| PHY 121 & PHY 122 | General Physics I (with lab) and General Physics II (with lab) | |
| PHY 141 & PHY 142 | Physics for Science & Engineering I (with lab) and Physics for Science & Engineering II (with lab) | |

NOTE: Students majoring in Chemistry who plan to pursue the Pre-Professional Track should take the Physics for Science & Engineering series: PHY 141 Physics for Science & Engineering I (with lab) and PHY 142 Physics for Science & Engineering II (with lab)

Requirements for the Major in Chemistry, Pre-Professional Track

| | | |
|---|--|----|
| CHEM 203 | Organic Chemistry I (with lab) | 4 |
| CHEM 204 | Organic Chemistry II (with lab) | 4 |
| CHEM 214 | Introductory Analytical Chemistry (with lab) | 4 |
| CHEM 313 | Physical Chemistry I (with lab) | 4 |
| CHEM 314 | Physical Chemistry II (with lab) | 4 |
| CHEM 323 | Inorganic Chemistry (with lab) | 4 |
| CHEM 360 | Chemical Information & Seminar | 1 |
| Select eight credit hours of 400-level Chemistry (CHEM) courses | | 8 |
| Select one additional Chemistry (CHEM) laboratory course OR four credit hours of Chemistry research | | 4 |
| Total Hours | | 37 |

NOTE: Students majoring in Chemistry who plan to do graduate work are strongly advised to take MATH 210 Multivariable Calculus.

Requirements for the Major in Chemistry, Liberal Arts Track

| | | |
|--|--|----|
| CHEM 203 | Organic Chemistry I (with lab) | 4 |
| CHEM 204 | Organic Chemistry II (with lab) | 4 |
| CHEM 214 | Introductory Analytical Chemistry (with lab) | 4 |
| CHEM 309 | Biochemistry (with lab) | 4 |
| CHEM 313 | Physical Chemistry I (with lab) | 4 |
| CHEM 360 | Chemical Information & Seminar | 1 |
| Select one of the following: | | 4 |
| CHEM 308 | Biotechnology (with lab) | |
| CHEM 314 | Physical Chemistry II (with lab) | |
| CHEM 323 | Inorganic Chemistry (with lab) | |
| Select four credit hours of 400-level Chemistry (CHEM) courses | | 4 |
| Select one four-hour Biology (BIO) course (other than BIO 104) | | 4 |
| Total Hours | | 33 |

NOTE: Pre-medical and pre-dental students must take at least three biology courses to meet admission requirements of most professional schools.

Requirements for the Minor in Chemistry

The Chemistry minor requires the completion of 28 credit hours with at least 8 of those hours being at the 300-level or above.

| | | |
|---|--|----|
| CHEM 123 | General Chemistry I (with lab) | 4 |
| CHEM 124 | General Chemistry II (with lab) | 4 |
| CHEM 203 | Organic Chemistry I (with lab) | 4 |
| CHEM 204 | Organic Chemistry II (with lab) | 4 |
| CHEM 214 | Introductory Analytical Chemistry (with lab) | 4 |
| or CHEM 224 | Environmental Chemistry (with lab) | |
| Select eight credit hours at the 300-level or above (except CHEM 360) | | 8 |
| Total Hours | | 28 |

Classical Civilizations (CLCV)

The program in Classical Civilizations allows students to investigate Greek and Roman cultures and their social, political, historical, artistic and intellectual legacy. The program encourages the study of classical antiquity through the offerings of several departments and thus from a variety of disciplinary perspectives.

The program in Classical Civilizations is not a major. Courses applied toward requirements of Classical Civilizations may also be counted toward requirements that will satisfy other programs, majors, or minors. Successful completion of the program will be noted on the transcript and on the program for commencement exercises.

Coordinator

Kathryn H. Milne

Program Requirements

Classical language study is not required in the program. However, students may apply two courses, a maximum of 6 credit hours, of Latin (or other classical language) to fulfill program requirements. Students are encouraged to study abroad with an approved program which offers coursework and travel opportunities related to the classical past. Subject to the approval of the Classical Civilizations Coordinator, coursework successfully completed while abroad may apply to program requirements.

The Classical Civilizations program requires 18 credit hours. Courses are divided into two groups to ensure that students take a breadth of courses engaging in different traditions and methods of inquiry. A maximum of 9 credit hours may be earned in any one discipline.

| | | |
|--|-------------------------------|---|
| Group A: Art, Literature, Philosophy and Religion | | 6 |
| ARTH 201 | History of Western Art I | |
| ARTH 301 | Ancient & Classical Art | |
| LATN 101 | Elementary Latin I | |
| LATN 102 | Elementary Latin II | |
| LATN 201 | Latin Prose | |
| PHIL 351 | Ancient Western Philosophy | |
| PHIL 358 | Ancient Cosmology & Worldview | |

| | | |
|---|---|----|
| REL 202 | The New Testament | |
| REL 301 | The Historical Jesus | |
| REL 302 | In Search of Paul | |
| REL 310 | Lost Christianities | |
| REL 315 | Archeology and the Bible | |
| THEA 438 | Greek & Roman Drama | |
| Group B: Government and History | | 6 |
| GOV 391 | Classical Political Thought | |
| HIST 330 | Rome in the Late Republic | |
| HIST 331 | Periclean Athens | |
| HIST 332 | The Early History of Rome | |
| HIST 333 | The World of Alexander the Great | |
| HIST 334 | The Roman Empire | |
| HIST 335 | Warfare in the Ancient World | |
| HIST 340 | The Early and High Middle Ages (400-1200) | |
| Electives: Select two additional courses from Groups A and B | | 6 |
| Total Hours | | 18 |

Computer Science (COSC)

The department offers a major and a minor in Computer Science. Coursework is designed to help students acquire the knowledge, experience, and skills to use a computer as an effective tool for problem solving in many areas. Students completing the major in Computer Science may qualify for either the BA degree or the BS degree, depending upon how they meet the college's natural science requirement.

The department also offers an Emphasis in Computational Science for students pursuing a BS in Biology, Chemistry, Computer Science, Environmental Studies, Mathematics, Physics or Psychology and an Emphasis in Information Management for students majoring in Accounting, Business Economics, Economics or Finance.

Chair

David A. Sykes

Professors

Beau Christ
Robert M. Panoff
Joseph D. Sloan

Requirements for the Major in Computer Science

| | | |
|---|--|----|
| Computer Science Courses | | 21 |
| COSC 235 | Programming & Problem Solving ¹ | |
| COSC 273 | Computer Organization & Architecture | |
| COSC 350 | Data Structures ¹ | |
| COSC 351 | Advanced Data Structures | |
| COSC 410 | Software Engineering | |
| Select six credit hours of Computer Science (COSC) courses at the 300- or 400-level | | |
| Math Courses | | 18 |

| | | |
|---------------------------------------|--------------------------------|----|
| MATH 181 | Calculus I | |
| MATH 182 | Calculus II | |
| MATH 220 | Linear Algebra | |
| MATH 235 | Discrete Mathematical Models | |
| COSC 340 | Theory of Computation | |
| or MATH 431 | Abstract Algebra I | |
| Select at least one of the following: | | |
| MATH 140 | Statistics | |
| MATH/COSC 201 | Modeling & Simulation | |
| MATH 320 | Mathematical Modeling | |
| MATH 330 | Numerical Methods | |
| MATH 421 | Probability and Statistics I | |
| Ethics Course | | 3 |
| Select one of the following: | | |
| PHIL 210 | Bio-Medical Ethics | |
| PHIL 213 | Ethics and Business | |
| PHIL 215 | Environmental Ethics | |
| PHIL 218 | Computers, Ethics, and Society | |
| Total Hours | | 42 |

¹ Students must complete COSC 235 and 350 with a grade of 'C' or higher.

Requirements for the Minor in Computer Science**

| | | |
|---|--|----|
| COSC 235 | Programming & Problem Solving ¹ | 3 |
| COSC 350 | Data Structures ¹ | 3 |
| MATH 235 | Discrete Mathematical Models | 3 |
| (OR one COSC course at the 300- or 400-level) | | |
| Select three additional COSC courses, one of which must be at the 300- or 400-level | | 9 |
| Total Hours | | 18 |

¹ Students must complete COSC 235 and 350 with a grade of 'C' or higher.

** COSC 101 may NOT be used to meet any requirement for the Computer Science minor.

Emphasis in Computational Science

Coordinator

David A. Sykes

Computational Science, an interdisciplinary field at the intersection of science, computer science, and mathematics, combines simulation, visualization, mathematical modeling, programming, data structures, networking database design, symbolic computation, and high performance computing with various scientific disciplines. Students who complete a major in Biology, Chemistry, Computer Science, Environmental Studies, Mathematics, Physics, or Psychology and meet requirements for the B.S. degree are eligible to obtain an Emphasis in Computational Science. Computer Science majors also are required to take eight credit hours (two courses) of a laboratory science at the 200-level or above beyond the natural science requirement for a B.S.

Requirements for the Emphasis in Computational Science

Prerequisite

| | | |
|------------------------------|---|----|
| MATH 181 | Calculus I | |
| Requirements | | |
| COSC/MATH 201 | Modeling & Simulation | 3 |
| COSC 235 | Programming & Problem Solving ¹ | 3 |
| COSC 350 | Data Structures ¹ | 3 |
| Select one of the following: | | 3 |
| COSC 275 | Introduction to Bioinformatics | |
| COSC 365 | High Performance Computing | |
| COSC 370 | Computational Science: Data and Visualization | |
| Internship ² | | |
| Total Hours | | 12 |

¹ Students must complete COSC 235 and 350 with a grade of 'C' or higher.

² Students must also complete an internship, approved in advance by the coordinator, which involves computing in the sciences. Before the internship, the student must complete at least two of the required Computer Science courses and submit a resume to the coordinator. Interning full-time for 10 weeks, the student is expected to work well and have good attendance. After the internship, the student must submit a final report, present a talk on campus about the work, and have a positive evaluation from the internship supervisor. The coordinator of the Emphasis on Computational Science must approve all materials submitted at the end of the internship.

Emphasis in Information Management

Coordinator

David A. Sykes

Information Management is an interdisciplinary field at the intersection of business and computer science. It involves the representation, organization, and transformation of information; efficient and effective algorithms to access and update stored information; data abstraction and modeling; and physical file storage techniques. Students intending to pursue the emphasis in must also complete a major in Accounting, Business Economics, Economics, or Finance.

Requirements for the Emphasis in Information Management

| | | |
|-------------------------|--|----|
| COSC 235 | Programming & Problem Solving ³ | 3 |
| COSC 330 | Introduction to Databases | 3 |
| or COSC 335 | Advanced Web Programming | |
| COSC 350 | Data Structures ³ | 3 |
| COSC 410 | Software Engineering | 3 |
| Internship ⁴ | | |
| Total Hours | | 12 |

³ Students must complete COSC 235 and 350 with a grade of 'C' or higher.

- ⁴ The internship, approved in advance by the coordinator, will involve computing and business. Before the internship, the student must complete at least two of the required Computer Science courses and submit a resume to the coordinator. Interning full time for 10 weeks, the student is expected to work well and have excellent attendance. After the internship, the student must submit a final report, present a talk on campus about their work, and receive a positive evaluation from the internship supervisor. The coordinator of the Emphasis in Information Management must approve all materials submitted at the end of the internship.

Economics (ECO)

The Department of Economics offers two majors, one in Economics and one in Business Economics. For either major, students have a choice of receiving the BA degree or the BS degree depending upon how they meet the college's general education natural science requirement. Students may major in Economics and Accounting or Finance. Students may NOT major in both Business Economics and any one of the following: Accounting, Economics, or Finance.

Students majoring in Economics or Business Economics may obtain an Emphasis in Information Management (p. 47). The interdisciplinary field of information management applies computer science to business. For requirements, see the *Catalog* section on Information Management.

Honors Courses, In-Course Honors, and Research

The Department of Economics encourages its students to undertake honors work. For further information, the student is referred to the sections on Honors Courses (p. 30) and In-Course Honors (p. 30) in the *Catalog*.

Chair

John R. McArthur

Professors

Katerina Andrews
Timothy Bersak
John K. Fort
Frank M. Machovec
Wesley J. Pech
Timothy D. Terrell
Richard M. Wallace

Requirements for the Major in Economics

Prerequisites ¹

| | |
|-------------|----------------------------------|
| MATH 140 | Statistics |
| or ECO 380 | Quantitative Critical Thinking |
| MATH 160 | Calculus for the Social Sciences |
| or MATH 181 | Calculus I |

Requirements 16

| | |
|------------|---|
| ECO 201 | Principles of Microeconomics ² |
| ECO 202 | Principles of Macroeconomics ² |
| ECO 301 | Intermediate Microeconomic Theory |
| ECO 302 | Intermediate Macroeconomic Theory |
| or ECO 322 | Money and Banking |

ECO 450 Senior Seminar

Writing Intensive Electives 6

Select two courses from the following:

| | |
|---------|--|
| ECO 311 | Economic History of the United States |
| ECO 322 | Money and Banking |
| ECO 332 | Law and Economics |
| ECO 334 | Economics of Property Rights |
| ECO 338 | Water: Law, Economics and Policy |
| ECO 340 | Economics of Medical Care |
| ECO 344 | Education & Inequality: A Socio-Economic Perspective |
| ECO 374 | Due Process |
| ECO 412 | Public Finance |
| ECO 421 | Economics of Regulation |
| ECO 441 | Comparative Economic Systems |

Upper-Level Electives 9

Select 9 additional credit hours in Economics (ECO) at the 300- or 400-level

Total Hours 31

Students majoring in Economics who seek to complete secondary education licensure requirements to teach social studies in should refer to the *Teacher Education Handbook* and consult with the chairs of the Departments of Economics and Education to plan for the required related work in the areas of history, geography, government, and sociology.

Requirements for the Major in Business Economics

Prerequisites ¹

| | |
|-------------|----------------------------------|
| MATH 140 | Statistics |
| or ECO 380 | Quantitative Critical Thinking |
| MATH 160 | Calculus for the Social Sciences |
| or MATH 181 | Calculus I |

Requirements 28

| | |
|------------|---|
| ECO 201 | Principles of Microeconomics ² |
| ECO 202 | Principles of Macroeconomics ² |
| ECO 301 | Intermediate Microeconomic Theory |
| ECO 302 | Intermediate Macroeconomic Theory |
| or ECO 322 | Money and Banking |
| ECO 372 | Business Law |
| ECO 450 | Senior Seminar |
| ACCT 211 | Accounting Principles |
| ACCT 341 | Cost Accounting I |
| FIN 321 | Business Finance |

Business Elective 3

Select one course from the following:

| | |
|---------|--|
| BUS 331 | Management |
| BUS 338 | Marketing |
| BUS 347 | Entrepreneurship and Small Business Management |
| BUS 350 | Business and the Environment: The Sustainable Enterprise |

Writing Intensive Elective 3

Select one course from the following:

| | |
|---------|--|
| ECO 311 | Economic History of the United States |
| ECO 332 | Law and Economics |
| ECO 334 | Economics of Property Rights |
| ECO 338 | Water: Law, Economics and Policy |
| ECO 340 | Economics of Medical Care |
| ECO 344 | Education & Inequality: A Socio-Economic Perspective |
| ECO 374 | Due Process |
| ECO 412 | Public Finance |
| ECO 421 | Economics of Regulation |
| ECO 441 | Comparative Economic Systems |

Economics Elective 3

Select one additional Economics (ECO) course at the 300-or 400-level

Total Hours 37

¹ Students who twice fail a pre-requisite (Math 140, MATH 160 or 181), may appeal for exemption from that pre-requisite. The request must be submitted before the end of the add/drop period of the subsequent semester in which the course was completed. The faculty of the Economics Department will review the appeal. The faculty's decision is final.

² Students must earn a grade of 'C-' or higher in ECO 201 and 202 for both the Economics and Business Economics majors.

Requirements for the Minor in Economics

The minor in Economics is not available to students majoring in Business Economics.

| | | |
|--|---|----|
| ECO 201 | Principles of Microeconomics ¹ | 3 |
| ECO 202 | Principles of Macroeconomics ¹ | 3 |
| ECO 322 | Money and Banking | 3 |
| Two additional Economics courses at the 300- or 400- level | | 6 |
| Total Hours | | 15 |

¹ ECO 201 and 202 must be completed with a grade of 'C-' or higher.

Education (EDUC)

The Department of Education offers courses required for students who wish to prepare for licensure as teachers in grades 9-12 in biology, chemistry, English, mathematics, social studies (history, government, economics, psychology, and sociology) and K-12 in Spanish and French.

Admission to the Teacher Education Program

The following basic criteria must be met by the Wofford teacher candidate for admission to the Teacher Education Program. The teacher candidate must have:

- successfully completed a minimum of 45 semester hours of course work applicable toward degree requirements;
- achieved a cumulative 2.75 grade-point average on a 4.0 scale.
- submitted an acceptable essay with the application;

- demonstrated academic proficiency by passing PRAXIS I (passing scores on the PRAXIS I exams are set by the State Department of Education) or by making the required score set by the General Assembly on the SAT or the ACT;
- received two professional recommendations addressing character and academic promise and performance (one from general education faculty and one from Teacher Education faculty);
- presented a positive assessment of his or her eligibility for full licensure based on FBI background check.

To initiate admission procedures, the teacher candidate must complete the Wofford College Teacher Education Program Interest Form, confer with a faculty member in the Department of Education, and submit the Application for Admission to the Teacher Education Program to the chair of the Department of Education. The chair will review the application for completeness and submit it and the recommendations to the Teacher Education Committee for review, discussion, and action. The chair will notify the teacher candidate of the committee's action.

Admission to the Teacher Education program should be sought during the sophomore year. However, prior to admission, students may complete four courses offered by the department: EDUC 200 Foundations of Education, EDUC 220 Teaching Diverse Student Populations, EDUC 320 Human Growth & Development: A Life Span Approach, and EDUC 330 Educational Psychology. In order to take additional professional education courses, students must be formally admitted. Teacher candidates must be admitted to clinical practice at least one semester prior to student teaching.

Transfer students interested in teacher education should discuss their status with the chair of the Department of Education.

Students who already have earned bachelor degrees and who desire to earn licensure through Wofford's program must follow the established procedure for admission to the program (i.e. present transcripts of all college work and a letter of character recommendation). The chair of the department can advise what requirements are met by the work previously completed at Wofford or other institutions. Admitted students must fulfill all the requirements of the program in which they enroll.

Retention in the Teacher Education Program

Evaluation of teacher candidates enrolled in the Teacher Education Program is a continuous process. A teacher candidate's knowledge, skills and dispositions are important indicators of interest and success in completing the program. Students who do not meet minimum course requirements and/or who do not exhibit the required teaching dispositions may be advised to withdraw from the program. Specifically, to be retained in the program the teacher candidate must: maintain a grade-point average overall and in the content major of at least a 2.5 and complete satisfactorily each prerequisite professional education course and the prescribed field experiences in, EDUC 340 Teaching of Reading, EDUC 420 Instructional Methods, and EDUC 430 Senior Seminar and Field Experience, prior to enrolling in EDUC 440 Clinical Practice.

Recommendation for Teacher Licensure

The college advises teacher candidates about requirements of the Teacher Education Program and helps with scheduling the appropriate sequences of courses. Responsibility for starting the program and pursuing it to completion, however, rests upon the individual

candidate. Deficiencies in preparation at the time the candidate seeks recommendation for licensure are not the responsibility of the college. Wofford College recommends for licensure only those candidates who have completed satisfactorily all requirements in the three Teacher Education Program components and passed the state-required national examinations. Components of the Teacher Education Program are reviewed in the Major Requirements.

Chair

D. Edward Welchel

Professor

Christina B. Johnson

Program Requirements

Components of the Teacher Education Program

The Teacher Education Program at Wofford College has three interrelated components. First, there are those studies required to ensure a broad exposure to our intellectual heritage. For this purpose, teacher candidates are required to take courses in English, diverse cultures, fine arts, foreign language, humanities, science, history, philosophy, public speaking, religion, mathematics, and physical education. These are commonly referred to as the “general education” component of the Teacher Education Program. The requirements in general education for graduation established by Wofford and the requirements in the Teacher Education Program for licensure are similar, but because they are not identical and because the Teacher Education requirements change over time, teacher candidates should consult the chair of the Department of Education and become familiar with the specific general education requirements listed in this *Catalog* for graduation and in the *Teacher Education Handbook* for licensure.

The second component of the Teacher Education Program is concentrated study in one or more academic fields. The college requires each student to complete a major in one of several fields. In order to obtain solid grounding in their subject of teaching specialization, teacher candidates complete a major in the field they will teach. To graduate, teacher candidates must complete the Wofford College requirements for a major; to teach, they must complete the South Carolina Department of Education approved program requirements provided at Wofford in the teaching specialization. The latter are referred to as “teaching major” requirements. Teacher candidates should become familiar with both the college’s requirements and the state’s approved program requirements offered in the teaching major at Wofford College. A statement of the Wofford requirements for a major can be found in this *Catalog*. The state-approved program requirements are listed in the *Teacher Education Handbook*.

The third component of the Teacher Education Program is made up of courses in professional education and applied or field experiences in the public schools. These offerings include in-depth study for those who wish to become professional teachers, as well as several introductory courses open to all students who seek a broader understanding of education.

The required professional education courses and the year in which they should be completed are as follows:

Sophomore Year

| | | |
|----------|--------------------------|---|
| EDUC 200 | Foundations of Education | 3 |
|----------|--------------------------|---|

| | | |
|----------|--------------------------------------|---|
| EDUC 220 | Teaching Diverse Student Populations | 3 |
|----------|--------------------------------------|---|

Junior Year

| | | |
|----------|-------------------------|---|
| EDUC 310 | Foundations of Literacy | 3 |
|----------|-------------------------|---|

| | | |
|----------|--|---|
| EDUC 320 | Human Growth & Development: A Life Span Approach | 3 |
|----------|--|---|

| | | |
|----------|------------------------|---|
| EDUC 330 | Educational Psychology | 3 |
|----------|------------------------|---|

| | | |
|----------|---------------------|---|
| EDUC 340 | Teaching of Reading | 3 |
|----------|---------------------|---|

Senior Year

| | | |
|----------|-----------------------|---|
| EDUC 420 | Instructional Methods | 3 |
|----------|-----------------------|---|

| | | |
|----------|-------------------------------------|---|
| EDUC 430 | Senior Seminar and Field Experience | 4 |
|----------|-------------------------------------|---|

| | | |
|----------|-------------------|----|
| EDUC 440 | Clinical Practice | 12 |
|----------|-------------------|----|

Periodically, selected special topics courses may be offered as electives to enhance the prospective teacher’s skills.

Additional explanations of the professional education requirements are included in the *Teacher Education Handbook*, the *Field Experiences Handbook*, and the *Clinical Practice Handbook*, available in the Department of Education and through consultation with the chair.

English Language and Literature (ENGL)

The Department of English offers a major in English. The major can be completed with or without a Concentration in Creative Writing or Film and Digital Media. In addition, the department offers a minors in English, Creative Writing, and Film and Digital Media. The minors in Creative Writing and Film and Digital Media are only available only to students who are not completing the major in English.

Honors Courses and In-Course Honors

The Department of English encourages its students to undertake honors work. For further information, the student is referred to the sections on Honors Courses (p. 30) and In-Course Honors (p. 30) in the *Catalog*.

Chair

Alan D. Chalmers

Professors

Catherine M. Blouke
Natalie S. Grinnell
Kimberly Hall
Sally A. Hitchmough
John. D. Miles
James R. Neighbors
Linda Powers
Kimberly A. Rostan
Julie Sexeny
George W. Singleton
Amy D. Sweitzer
Deno P. Trakas
Carey R. Voeller
John M. Ware
Patrick N. Whitfill
Carol B. Wilson

Students in the Teacher Education Program who are seeking to complete licensure requirements to teach English in secondary schools should

refer to the *Teacher Education Handbook* and consult with the chairs of the departments of English and Education to review the extent to which departmental and teacher preparation requirements differ and to develop plans for meeting both.

Students who intend to do graduate work in English are advised to acquire a reading knowledge of French, German or Spanish.

Requirements for the Major in English

Prerequisite and Corequisite Courses ¹ 9

| | |
|----------|----------------------------|
| ENGL 201 | English Literature to 1800 |
|----------|----------------------------|

Select two of the following:

| | |
|----------|-----------------------------------|
| ENGL 202 | English Literature Since 1800 |
| ENGL 203 | Survey of American Literature |
| ENGL 204 | Survey of World Literature |
| ENGL 205 | Introduction to the Study of Film |

Requirements 30

| | |
|----------|--|
| ENGL 260 | Introduction to English Studies ² |
|----------|--|

Category A. British Literature to 1660 3

Select one of the following:

| | |
|----------|--|
| ENGL 301 | British Medieval Literature |
| ENGL 302 | Chaucer |
| ENGL 303 | English Renaissance Drama |
| ENGL 304 | Spenser, Milton and the Renaissance Epic |
| ENGL 305 | Shakespeare's Comedies and Histories |
| ENGL 306 | Shakespeare's Tragedies and Romances |
| ENGL 307 | English Renaissance Poetry |
| ENGL 310 | Arthurian Literature, 500-1800 CE |

Category B. British Literature after 1660 3

Select one of the following:

| | |
|----------|---------------------------------|
| ENGL 311 | The English Romantic Period |
| ENGL 312 | The Victorian Period |
| ENGL 316 | Contemporary British Literature |
| ENGL 411 | Restoration and British Drama |
| ENGL 412 | Restoration Prose and Poetry |
| ENGL 413 | The Early English Novel |
| ENGL 414 | The Later English Novel |
| ENGL 415 | The Modern Novel |
| ENGL 416 | Modern Poetry |

Category C. American Literature 3

Select one of the following:

| | |
|----------|------------------------------------|
| ENGL 320 | African American Literature |
| ENGL 321 | American Literature Pre-Civil War |
| ENGL 322 | American Literature Post Civil War |
| ENGL 323 | Southern Literature |
| ENGL 324 | American Ethnic Literature |
| ENGL 326 | Contemporary American Fiction |
| ENGL 327 | Contemporary American Poetry |
| ENGL 328 | Contemporary Drama |
| ENGL 329 | Postmodern American Literature |
| ENGL 330 | Black Arts Movement |
| ENGL 420 | 20th Century Am. Short Story |

| | |
|----------|-------------------------------|
| ENGL 421 | Early American Popular Novels |
| ENGL 422 | Native American Literature |
| ENGL 423 | Medicine & Literature |
| ENGL 424 | African American Drama |
| ENGL 425 | American Theatre & Drama |
| ENGL 426 | 19th Century American Poetry |

Category D. Comparative and World Literatures 3

Select one of the following:

| | |
|----------|-------------------------------------|
| ENGL 335 | The European Picaresque Novel |
| ENGL 336 | Early European Masterpieces |
| ENGL 337 | Later European Masterpieces |
| ENGL 338 | Early Women Writers |
| ENGL 339 | Race, Gender, and Empire |
| ENGL 340 | African Literature |
| ENGL 433 | Modern Drama |
| ENGL 435 | Global Digital Cultures |
| ENGL 436 | Literature & Human Rights |
| ENGL 437 | Selected Topics in World Literature |
| ENGL 438 | Greek & Roman Drama |

Category E. Language and Theory 3

Select one of the following:

| | |
|----------|--|
| ENGL 341 | Literary Theory |
| ENGL 342 | Contemporary English Grammar & Usage |
| ENGL 343 | History English Language |
| ENGL 344 | Adolescent Literature |
| ENGL 345 | Literature & Gender Theory |
| ENGL 346 | American Political Rhetoric |
| ENGL 350 | Digital Media Theory |
| ENGL 445 | Sexuality in Film |
| ENGL 446 | Screen Surveillance: Film, Television and Social Media |
| ENGL 447 | Digital Literature |

Category F. Writing and Performance 3

Select one of the following:

| | |
|--------------------------------|--|
| ENGL 371 | Short Story Workshop |
| ENGL 373 | Poetry Workshop |
| ENGL 375 | The Art of Personal Essay |
| ENGL 376 | Playwriting Workshop |
| ENGL 377 | Digital Filmmaking |
| ENGL 378 | Novella Workshop |
| ENGL 379 | Screenwriting Workshop |
| ENGL 381 & ENGL 382 & ENGL 383 | Communications and Team Dynamics and Conflict Management |
| ENGL 384 | Writing for the Mass Media |
| ENGL 385 | Composition & Rhetoric |
| ENGL 386 | Editing & Publishing |
| ENGL 387 | Business and Professional Writing |
| ENGL 388 | Public Speaking |
| ENGL 389 | Introduction to Public Relations |
| ENGL 471 | Advanced Short Story Workshop |
| ENGL 473 | Advanced Poetry Workshop |

| | |
|----------|---------------------------------|
| ENGL 475 | Writing with Sound |
| ENGL 476 | Advanced Playwriting Workshop |
| ENGL 477 | Advanced Digital Filmmaking |
| ENGL 479 | Advanced Screenwriting Workshop |

Electives 9

Select nine credit hours of English (ENGL) from Categories A-F

Requirements for the Major in English with a Concentration in Creative Writing

Prerequisite and Corequisite Courses ¹ 9

ENGL 201 English Literature to 1800

Select two of the following:

ENGL 202 English Literature Since 1800
 ENGL 203 Survey of American Literature
 ENGL 204 Survey of World Literature
 ENGL 205 Introduction to the Study of Film

Requirements 18

ENGL 260 Introduction to English Studies ²

Select fifteen credit hours of English (ENGL) courses, including at least one course from each of the Categories A-E

Creative Writing Concentration 12

Select four courses from the following, two must be from the same genre (fiction, poetry, playwriting)

ENGL 371 Short Story Workshop
 ENGL 471 Advanced Short Story Workshop
 ENGL 373 Poetry Workshop
 ENGL 473 Advanced Poetry Workshop
 ENGL 375 The Art of Personal Essay
 ENGL 376 Playwriting Workshop
 ENGL 476 Advanced Playwriting Workshop
 ENGL 378 Novella Workshop
 ENGL 379 Screenwriting Workshop
 ENGL 479 Advanced Screenwriting Workshop

Requirements for the Major in English with a Concentration in Film and Digital Media

Prerequisite and Corequisite Courses ¹ 9

ENGL 201 English Literature to 1800 (Prerequisite and Corequisite Courses)
 ENGL 205 Introduction to the Study of Film

Select one of the following 3

ENGL 202 English Literature Since 1800
 ENGL 203 Survey of American Literature
 ENGL 204 Survey of World Literature

Requirements 19

ENGL 260 Introduction to English Studies ²
 ENGL 400 Communications in Community

Select fifteen credit hours of English (ENGL) courses, including at least one course from each of the Categories A-E

Film and Digital Media Concentration 12 to 15

Production

Select two courses:

ENGL 377 Digital Filmmaking
 ENGL 379 Screenwriting Workshop
 ENGL 384 Writing for the Mass Media
 ENGL 475 Writing with Sound
 ENGL 477 Advanced Digital Filmmaking
 ENGL 479 Advanced Screenwriting Workshop

History and Theory

Select two courses:

ENGL 350 Digital Media Theory
 ENGL 435 Global Digital Cultures
 ENGL 445 Sexuality in Film
 ENGL 446 Screen Surveillance: Film, Television and Social Media
 ENGL 447 Digital Literature

Capstone

ENGL 451 Film & Digital Media Capstone

¹ The successful completion of at least one 200- level English course is a prerequisite for all 300- level or 400- level courses.

² Preferably, ENGL 260 would be completed during the sophomore year.

Requirements for the Minor in English

Prerequisite and Corequisite Courses ¹

ENGL 201 English Literature to 1800

Select two of the following:

ENGL 202 English Literature Since 1800
 ENGL 203 Survey of American Literature
 ENGL 204 Survey of World Literature
 ENGL 205 Introduction to the Study of Film

Requirements for the Minor 15

Select five English (ENGL) courses at the 300-or 400-level, each from a different category (see major requirements for the categories)

Total Hours 15

Requirements for the Minor in Creative Writing

Prerequisite and Corequisite Courses ¹

Select one English course at the 200-level

Requirements for the Minor

Select two Creative Writing courses in the same genre (fiction, poetry, or playwriting) from the following: 6

ENGL 371 Short Story Workshop
 ENGL 471 Advanced Short Story Workshop
 ENGL 373 Poetry Workshop
 ENGL 473 Advanced Poetry Workshop

| | | |
|---|---------------------------------|----|
| ENGL 376 | Playwriting Workshop | |
| ENGL 476 | Advanced Playwriting Workshop | |
| ENGL 377 | Digital Filmmaking | |
| ENGL 477 | Advanced Digital Filmmaking | |
| ENGL 379 | Screenwriting Workshop | |
| ENGL 479 | Advanced Screenwriting Workshop | |
| Select two Creative Writing Electives (ENGL 371-379, 471-479) | | 6 |
| Select one course from the following: | | 3 |
| ENGL 326 | Contemporary American Fiction | |
| ENGL 327 | Contemporary American Poetry | |
| ENGL 328 | Contemporary Drama | |
| Select one English (ENGL) course at the 300-or 400-level (except ENGL 370-400, 471-499) | | 3 |
| Total Hours | | 18 |

Requirements for the Minor in Film and Digital Media

| | | |
|--|--|--------|
| Core Courses | | 4 |
| ENGL 205 | Introduction to the Study of Film | |
| ENGL 400 | Communications in Community | |
| Production | | 6 |
| Select two courses from the following: | | |
| ENGL 377 | Digital Filmmaking | |
| ENGL 379 | Screenwriting Workshop | |
| ENGL 384 | Writing for the Mass Media | |
| ENGL 475 | Writing with Sound | |
| ENGL 477 | Advanced Digital Filmmaking | |
| ENGL 479 | Advanced Screenwriting Workshop | |
| History and Theory | | 6 |
| Select two courses from the following: | | |
| ENGL 350 | Digital Media Theory | |
| ENGL 435 | Global Digital Cultures | |
| ENGL 445 | Sexuality in Film | |
| ENGL 446 | Screen Surveillance: Film, Television and Social Media | |
| ENGL 447 | Digital Literature | |
| Capstone | | 0 to 3 |
| ENGL 451 | Film & Digital Media Capstone | |
| Total Hours | | 16-19 |

¹ At least one 200-level ENGL course must be successfully completed before enrolling in a 300- or 400-level course.

Environmental Studies (ENVS)

- Environmental Studies is an interdisciplinary major in which students may earn a BA or BS degree depending on how the general education natural science requirement is satisfied, the focus courses chosen, and the nature of the senior capstone project.

Chair

Kaye S. Savage

Professors

Peter K. Brewitt
John E. Lane
Amy L. Telligman

Requirements for the Major in Environmental Studies

A student must complete the seven core Environmental Studies requirements (below), select and fulfill the requirements for a BA or BS track, and complete an individualized focus of ENVS study for a total of 30-41 semester hours depending on the student's track and ENVS focus.

Requirements for the Major, Bachelor of Arts Degree

| | | |
|--|--|----|
| ENVS 101 | Introductory Seminar in Environmental Studies (with lab) | 4 |
| ENVS 201 | Introduction to Environmental Social Science | 3 |
| ENVS 202 | Introduction to Environmental Humanities | 3 |
| ENVS 203 | Introduction to Environmental Science (with lab) | 4 |
| ENVS 348 | Developing the Capstone Proposal | 1 |
| ENVS 449 | Senior Capstone Project | 3 |
| ENVS 450 | Environmental Studies Senior Seminar | 3 |
| Select at least nine credit hours of ENVS Focus Courses ¹ | | 9 |
| Total Hours | | 30 |

Requirements for the Major, Bachelor of Science Degree

| | | |
|---|--|----------|
| Select one course from the following: | | 3 to 4 |
| COSC 201 | Modeling & Simulation | |
| ENVS 240 | Quantitative Environmental Methods & Models (with lab) | |
| MATH 201 | Modeling & Simulation | |
| Required Courses | | 29 |
| ENVS 101 | Introductory Seminar in Environmental Studies (with lab) | |
| ENVS 150 | Introduction to Earth System Science (with lab) | |
| ENVS 151 | Analyzing & Modeling Earth Systems (with lab) | |
| ENVS 201 | Introduction to Environmental Social Science | |
| ENVS 202 | Introduction to Environmental Humanities | |
| ENVS 203 | Introduction to Environmental Science (with lab) | |
| ENVS 348 | Developing the Capstone Proposal | |
| ENVS 449 | Senior Capstone Project | |
| ENVS 450 | Environmental Studies Senior Seminar | |
| Select three ENVS focus courses, at least two of which are laboratory science courses. ¹ | | 11 to 12 |
| Total Hours | | 43-45 |

¹ Focus courses emphasizing environmental issues are chosen on an individual basis from an approved list. Students should work in close consultation with their academic adviser. Two of the three focus courses must be at the 300-level or higher. For students on the BS track, two of the three focus courses should be laboratory science courses.

ENVS Focus Courses

| | | |
|----------|--|--------|
| ANTH 225 | Human Ecology | 3 |
| ANTH 311 | Ecological Anthropology | 3 |
| ANTH 314 | Prehistory and History of Native American Culture in the Southeast | 3 |
| ARTS 357 | Shaping Space: Environmental Art & Installation | 3 |
| BIO 241 | Introduction to Biostatistics | 3 |
| BIO 305 | Conservation Biology | 3 |
| BIO 313 | Plants & Ecosystems | 3 |
| BIO 314 | Plant & Ecosystems (with lab) | 4 |
| BIO 322 | Biology of the Vertebrates | 3 |
| BIO 323 | Biology of the Vertebrates (with lab) | 4 |
| BIO 370 | Field Biology (with lab) | 4 |
| BIO 372 | Field Botany (with lab) | 4 |
| BIO 382 | Ecology (with lab) | 4 |
| BIO 383 | Ecotoxicology | 3 |
| BIO 385 | Marine Biology | 3 |
| BIO 386 | Freshwater Biology (with lab) | 4 |
| BIO 399 | Evolution | 3 |
| BIO 497 | Case Studies in Environmental Issues | 3 |
| BUS 350 | Business and the Environment: The Sustainable Enterprise | 3 |
| CHEM 224 | Environmental Chemistry (with lab) | 4 |
| ECO 333 | Environmental Economics | 3 |
| ECO 334 | Economics of Property Rights | 3 |
| ECO 336 | Economics of Native Americans | 3 |
| ECO 338 | Water: Law, Economics and Policy | 3 |
| ENVS 240 | Quantitative Environmental Methods & Models (with lab) | 4 |
| ENVS 312 | US Environmental Policy | 3 |
| ENVS 317 | US Environmental History | 3 |
| ENVS 320 | Field Experience: Environmental Humanities & Social Sciences | 1 |
| ENVS 326 | Introduction to Environmental and Nature Writing | 3 |
| ENVS 327 | Major Themes in Environmental Writing | 3 |
| ENVS 330 | Art & Earth: Materials, Processes, and Perceptions (with lab) | 4 |
| ENVS 332 | Hydrology & Water Resources (with lab) | 4 |
| ENVS 333 | Environmental Geology (with lab) | 4 |
| ENVS 336 | Climate Change (with lab) | 4 |
| ENVS 341 | Health & the Environment | 3 |
| ENVS 400 | Regional Environmental Problems (with lab) | 4 |
| GEOG 201 | Introduction to Geography | 3 |
| GEOG 280 | Selected Topics in Geography | 1 to 4 |

| | | |
|----------|---|--------|
| GEOG 480 | Advanced Topics in Geography | 1 to 4 |
| HIST 317 | The American Frontier | 3 |
| HIST 386 | History of Science | 3 |
| HUM 475 | Independent Study in Interdisciplinary Learning Communities | 3 |
| INTL 382 | Global Issues | 3 |
| INTL 423 | NGOs in World Politics | 3 |
| MLLC 223 | Modern Languages Seminar in Global Perspectives: Different Identities, Common Destinies | 3 |
| PHIL 215 | Environmental Ethics | 3 |
| PHIL 223 | Philosophy of Science | 3 |
| PHIL 225 | Science and Religion | 3 |
| PSY 300 | Learning & Adaptive Behavior (with lab) | 4 |
| SOC 302 | Environmental Sociology | 3 |

Requirements for the Minor

| | | |
|-------------|--|----|
| ENVS 101 | Introductory Seminar in Environmental Studies (with lab) | 4 |
| ENVS 201 | Introduction to Environmental Social Science | 3 |
| ENVS 202 | Introduction to Environmental Humanities | 3 |
| ENVS 203 | Introduction to Environmental Science (with lab) | 4 |
| ENVS 450 | Environmental Studies Senior Seminar | 3 |
| Total Hours | | 17 |

Gender Studies (GSP)

- The program in Gender Studies offers students an integrated approach to the study of gender in human culture. Drawing on courses in such disciplines as Art History, English, Modern Languages, History, Philosophy, Psychology, and Sociology, the program encourages students to pursue interests across several disciplines. It culminates in a semester-long independent capstone project designed to integrate learning from two disciplines and gender studies.

The program in Gender Studies is not a major. With the exception of the capstone project, courses applied toward requirements for Gender Studies may also be counted toward other programs, majors or minors. Completion of the program will be noted on the transcript.

Coordinators

Beate Brunow
Sally A. Hitchmough

Program Requirements

The program in Gender Studies requires the completion of 15 credit hours. One course must emphasize theory, one course must be the senior capstone project, and the remaining three courses must be approved electives as outlined below.

| | |
|--|----------------------------|
| Select one theory course from the following: | 3 |
| ENGL 339 | Race, Gender, and Empire |
| ENGL 345 | Literature & Gender Theory |

| | | |
|--|--|----|
| ENGL 445 | Sexuality in Film | |
| GSP 301 | Introduction to Gender Studies | |
| HIST 389 | Modern Intellectual History | |
| PHIL 303 | Feminist Philosophy | |
| PHIL 315 | Philosophy of Love, Sex, and Friendship | |
| Select three courses from the following (with not more than two, including the theory course, from the same department). | | 9 |
| ARTH 241 | African Art: Gender, Power & Life-Cycle Ritual | |
| ARTH 412 | Women in Italian Renaissance & Baroque Art | |
| ENGL 338 | Early Women Writers | |
| ENGL 339 | Race, Gender, and Empire | |
| ENGL 345 | Literature & Gender Theory | |
| ENGL 445 | Sexuality in Film | |
| FREN 412 | French Novel | |
| GSP 301 | Introduction to Gender Studies | |
| HIST 319 | History of American Women | |
| HIST 385 | Women in European History | |
| HIST 389 | Modern Intellectual History | |
| PHIL 216 | Social & Political Philosophy | |
| PHIL 303 | Feminist Philosophy | |
| PHIL 315 | Philosophy of Love, Sex, and Friendship | |
| SOC 250 | Sex & Gender Across Cultures | |
| SOC 315 | Sex, Gender and the Family | |
| SPAN 308 | Modern Writers of the Hispanic World | |
| Senior Capstone Project | | 3 |
| GSP 448 | Capstone Project: Gender Studies | |
| Total Hours | | 15 |

Students may also count certain other courses toward program requirements as approved by the Program Coordinators.

Government (GOV) & International Affairs (INTL)

The Department of Government & International Affairs offers each student a foundational understanding of government and politics at all levels, and preparation for leadership in the community, nation and world. The department builds on Wofford's broad liberal education by challenging students to deliberate on a diversity of ideas of justice, experiences of politics, and structures of power. Graduates can creatively confront the latest problem or debate, while rooted in a deep appreciation of our cultural, intellectual and political heritage.

Majors are offered in Government or International Affairs. Students majoring in Government can also select optional concentrations in American Politics and Political Theory. The International Affairs major offers an optional global linking experience. Minors are also offered in Government or International Affairs.

Honors Courses and In-Course Honors

The Department of Government encourages its students to undertake honors work. For further information, the student is referred to the

sections on Honors Courses (p. 30) and In-Course Honors (p. 30) in the *Catalog*.

Chair

William E. DeMars

Professors

J. David Alvis
John Farrenkopf
Robert C. Jeffrey
Rachel J. Vanderhill

For both the Government and International Affairs majors, GOV 202 Foundations of American Politics and INTL 203 Foundations of World Politics should be completed, each with a grade of 'C' or better, before a student declares the major.

Students majoring in Government who are seeking to earn secondary education licensure to teach social studies should refer to the *Teacher Education Handbook* and consult with the chairs of the departments of Government & International Affairs and Education to plan for the required related work in the areas of History, Geography, Economics and Sociology.

Requirements for the Major in Government

The **Government major** offers a broad range of courses in American Politics, Political Theory and International Affairs, with considerable freedom to select courses and tailor an individual program. Students may pursue the major alone, or one of two optional five-course concentrations within the major: the Concentration in American Politics or the Concentration in Political Theory.

| | | |
|--|--|---|
| Foundations | | 6 |
| GOV 202 | Foundations of American Politics | |
| INTL 203 | Foundations of World Politics | |
| America in the World | | 3 |
| Select one course from the following: | | |
| INTL 260 | Comparing States & Societies | |
| INTL 420 | American Foreign Policy | |
| INTL 425 | America & the Global Economy | |
| American Politics | | 6 |
| Select two courses from the following: | | |
| GOV 310 | American Political Development I | |
| GOV 311 | American Political Development II | |
| GOV 320 | Leadership & Globalization in South Carolina | |
| GOV 330 | South Carolina Politics | |
| GOV 331 | The American Presidency | |
| GOV 333 | Southern Politics | |
| GOV 335 | African American Politics | |
| GOV 340 | Public Administration | |
| GOV 345 | Health Care Policy & Administration | |
| GOV 411 | Constitutional Law of the United States | |
| GOV 440 | American Political Thought | |

| | | |
|--|--|----|
| GOV 480 | Advanced Topics in American Government | |
| Political Theory | | 6 |
| Select two courses from the following: | | |
| GOV 391 | Classical Political Thought | |
| GOV 392 | Modern Political Thought | |
| GOV 434 | Statesmanship of Lincoln | |
| GOV 435 | Contemporary Political Thought | |
| GOV 436 | Statesmanship of Winston Churchill | |
| GOV 437 | Politics and Literature | |
| GOV 440 | American Political Thought | |
| GOV 495 | Advanced Topics in Political Theory | |
| Electives | | 9 |
| Select 9 credit hours from GOV or INTL | | |
| Total Hours | | 30 |

Requirements for the Major in Government with a Concentration in American Politics

The Government major with a **Concentration in American Politics** offers students a broad understanding of the development of ideas, institutions and leadership in the American political system, as well as the policy debates that have shaped our political life. With this knowledge, students will be prepared to analyze contemporary policy and constitutional controversies, to pursue advanced degrees or careers in policy, politics, law, and public service, and to be engaged and active citizens. Students are encouraged to intern in government offices or non-profit organizations, or to volunteer in political campaigns.

| | | |
|--|--|---|
| Foundations | | 6 |
| GOV 202 | Foundations of American Politics | |
| INTL 203 | Foundations of World Politics | |
| America in the World | | 3 |
| Select one course from the following: | | |
| INTL 260 | Comparing States & Societies | |
| INTL 420 | American Foreign Policy | |
| INTL 425 | America & the Global Economy | |
| American Politics Core | | 6 |
| GOV 310 | American Political Development I | |
| GOV 311 | American Political Development II | |
| Federal Government Institutions | | 3 |
| Select one course from the following: | | |
| GOV 331 | The American Presidency | |
| GOV 340 | Public Administration | |
| GOV 411 | Constitutional Law of the United States | |
| American Political Theory | | 3 |
| Select one course from the following: | | |
| GOV 392 | Modern Political Thought | |
| GOV 434 | Statesmanship of Lincoln | |
| GOV 440 | American Political Thought | |
| Policy and Regional Politics | | 3 |
| Select one course from the following: | | |
| GOV 320 | Leadership & Globalization in South Carolina | |

| | | |
|--|-------------------------------------|----|
| GOV 330 | South Carolina Politics | |
| GOV 333 | Southern Politics | |
| GOV 335 | African American Politics | |
| GOV 345 | Health Care Policy & Administration | |
| ENVS 312 | US Environmental Policy | |
| Electives | | 6 |
| Select 6 credit hours from GOV or INTL | | |
| Total Hours | | 30 |

Requirements for the Major in Government with a Concentration in Political Theory

In the Government major with a **Concentration in Political Theory**, students will read and master the fundamental works of the western political tradition—works that were formative in the education of the American founders. Students will also study statesmanship, in which leaders are challenged to preserve democracy in periods of extreme crisis, will learn how poetry and literature can convey political wisdom, and will explore contemporary debates in political theory. This concentration is excellent preparation for public life, for graduate study in law, political science or other fields, and for well-lived private lives.

| | | |
|--|-------------------------------------|----|
| Foundations | | 6 |
| GOV 202 | Foundations of American Politics | |
| INTL 203 | Foundations of World Politics | |
| America in the World | | 3 |
| Select one course from the following: | | |
| INTL 260 | Comparing States & Societies | |
| INTL 420 | American Foreign Policy | |
| INTL 425 | America & the Global Economy | |
| Political Theory Core | | 6 |
| GOV 391 | Classical Political Thought | |
| GOV 392 | Modern Political Thought | |
| Political Theory Electives | | 9 |
| Select three courses from the following: | | |
| GOV 434 | Statesmanship of Lincoln | |
| GOV 435 | Contemporary Political Thought | |
| GOV 436 | Statesmanship of Winston Churchill | |
| GOV 437 | Politics and Literature | |
| GOV 440 | American Political Thought | |
| GOV 495 | Advanced Topics in Political Theory | |
| Electives | | 6 |
| Select 6 credit hours from GOV or INTL | | |
| Total Hours | | 30 |

Requirements for the Major in International Affairs

The **Major in International Affairs** offers students the opportunity to combine essential global learning with personalized, real-world experience. Students will take in-depth courses in global civil society, national security, foreign policy, at least one world region, and America in the world. If they also pursue another Wofford credential that reflects their aspirations for global engagement, they will then have the option to tie together the International Affairs Major and this paired program with

a Global Linking Experience such as a semester abroad or a relevant internship.

Combined with recommended travel and language opportunities, the International Affairs Major and optional Global Linking Experience can provide students with powerful preparation for a life and career of constructive interaction with a rapidly changing world.

| | |
|---|---|
| Foundations | 6 |
| GOV 202 | Foundations of American Politics |
| INTL 203 | Foundations of World Politics |
| America in the World | 6 |
| Select two course from the following: | |
| INTL 260 | Comparing States & Societies |
| INTL 420 | American Foreign Policy |
| INTL 425 | America & the Global Economy |
| Regional Politics | 3 |
| Select one course from the following: | |
| INTL 360 | European Politics |
| INTL 361 | Middle East Politics |
| INTL 362 | China: Politics, Economy and Foreign Relations |
| INTL 363 | African Politics |
| INTL 364 | Russia & Its Neighbors |
| National Security and Grand Strategy | 3 |
| Select one course from the following: | |
| INTL 381 | The Bomb: Nuclear Weapons Past, Present and Future |
| INTL 383 | Revolutions & Regime Change |
| INTL 421 | International Conflict |
| GOV 436 | Statesmanship of Winston Churchill |
| Global Governance and Civil Society | 3 |
| Select one course from the following: | |
| INTL 382 | Global Issues |
| INTL 422 | Empire |
| INTL 423 | NGOs in World Politics |
| INTL 424 | Politics of the United Nations |
| GOV 320 | Leadership & Globalization in South Carolina |
| Electives | 6 |
| Select 6 credit hours from GOV or INTL | |
| Senior Seminar | 3 |
| INTL 490 | Advanced Topics in International Affairs and Comparative Government |
| Total Hours | 30 |

The Department of Government & International Affairs strongly recommends that each student majoring in International Affairs completes the following in addition to the major requirements:

1. Study abroad for a semester or summer abroad, or a travel Interim; and
2. Study a modern language through the 202-level, or test at the Intermediate Low proficiency level on the ACTFL Oral Proficiency Interview.

Optional Global Linking Experience

Today, every field and institution of human endeavor is increasingly influenced by global forces. Therefore, a student of International Affairs is well-advised to gain another field of specialization. Many of Wofford's minors and programs, or an additional major, are well suited to be such a paired program. The **Global Linking Experience** is an option available for students to tie together their International Affairs Major with a paired program through experience, reflection and documentation.

The optional Global Linking Experience asks each major in International Affairs who chooses to pursue it to:

1. **EXPERIENCE:** undertake either a semester abroad or a relevant internship that is related to both International Affairs and to the selected paired program. In exceptional circumstances, the International Affairs Coordinator may approve alternative projects as fulfilling this requirement;
2. **DOCUMENT:** document in written or other media the experience itself, and the links it reveals between International Affairs and the paired program, as part of the Senior Seminar. This documentation may also be useful for job or graduate school applications.;

The plan for an optional paired program and Global Linking Experience should be reported to, and approved by, the International Affairs Major Coordinator by the end of a student's junior year. Each student's Global Linking Experience will be evaluated and documented as part of their Senior Seminar. Students who choose not to do the Global Linking Experience will complete a different assignment in the Senior Seminar.

Requirements for the Minor in Government

| | | |
|---|----------------------------------|----|
| GOV 202 | Foundations of American Politics | 3 |
| Select an additional 15 credit hours of Government (GOV) courses ¹ | | 15 |
| Total Hours | | 18 |

Requirements for the Minor in International Affairs

| | | |
|---|-------------------------------|----|
| INTL 203 | Foundations of World Politics | 3 |
| Select an additional 15 credit hours of International Affairs (INTL) courses ² | | 15 |
| Total Hours | | 18 |

¹ One INTL course may be applied to the Government minor. With the exception of GOV 202, courses taken in fulfillment of the Government minor may NOT also be applied to the International Affairs major or minor.

² One GOV course may be applied to the International Affairs minor. With the exception of INTL 203, courses taken in fulfillment of the International Affairs minor may NOT also be applied to the Government major or minor.

History (HIST)

The Department of History offers both a major and minor in History. It also participates in a number of interdisciplinary majors, minors, and programs in coordination with other departments.

Honors Courses and In-Course Honors

The Department of History encourages its students to undertake honors work. For further information, the student is referred to the sections on Honors Courses (p. 30) and In-Course Honors (p. 30) in the *Catalog*.

Chair

Mark S. Byrnes

Professors

Kenneth J. Banks
Kathryn E. Marsden
Kathryn H. Milne
Tracy J. Revels
Anne B. Rodrick
Timothy J. Schmitz
Clayton J. Whisnant

Requirements for the Major in History

Students majoring in history who are seeking to complete the licensure requirements to teach social studies in secondary school should refer to the *Teacher Education Handbook* and consult with the chairs of the Departments of History and Education to plan for the related work they must do in Geography, Government, Economics and Sociology.

Prerequisite Courses

Select two courses from the following:

| | |
|----------|--|
| HIST 100 | History of Ancient and Medieval Western Civilization to 1350 |
| HIST 101 | History of Early Modern Western Civilization to 1815 |
| HIST 102 | History of Modern Western Civilization Since 1815 |

Required Courses

6

| | |
|-------------|--|
| HIST 260 | Historiography and Research Methods ¹ |
| HIST 460 | Visiting Jones Professor: History of the United States |
| or HIST 465 | Visiting Jones Professor: European and Non-Western History |

American History

9

Select three courses from the following:

| | |
|----------|--|
| HIST 201 | History of the United States, 1607-1865 ² |
| HIST 202 | History of the United States Since 1865 ² |
| HIST 220 | American Military History ² |
| HIST 305 | South Carolina |
| HIST 307 | History of the American South to the Civil War |
| HIST 308 | History of the American South since the Civil War |
| HIST 309 | Colonial North America to 1763 |
| HIST 310 | Era of the American Revolution, 1763-1800 |
| HIST 311 | Topics in American Social History |
| HIST 314 | American Civil War |
| HIST 316 | Topics in African-American History |
| HIST 317 | The American Frontier |

| | |
|----------|-----------------------------|
| HIST 318 | American Legal History |
| HIST 319 | History of American Women |
| HIST 320 | American Diplomatic History |
| HIST 325 | America Since 1945 |

Global History

3

Select one course from the following:

| | |
|----------|--|
| HIST 291 | Modern Middle East |
| HIST 292 | Modern East Asia |
| HIST 293 | History of the Peoples of Sub-Saharan Africa |
| HIST 294 | History of Slavery and Slave Societies |
| HIST 296 | Colonial Latin American History |
| HIST 297 | Modern Latin American History |

Early European History

3

Select one course from the following:

| | |
|----------|--|
| HIST 330 | Rome in the Late Republic |
| HIST 331 | Periclean Athens |
| HIST 332 | The Early History of Rome |
| HIST 333 | The World of Alexander the Great |
| HIST 334 | The Roman Empire |
| HIST 335 | Warfare in the Ancient World |
| HIST 340 | The Early and High Middle Ages (400-1200) |
| HIST 341 | The Late Middle Ages and Renaissance (1100-1500) |
| HIST 350 | The Reformation and Counter Reformation (1400-1688) |
| HIST 351 | Witchcraft and Magic in Early Modern Europe |
| HIST 360 | Europe from Louis XIV to the French Revolution (1600-1800) |
| HIST 383 | Tudor-Stuart Britain |

Modern European History

3

Select one course from the following:

| | |
|----------|--|
| HIST 370 | Europe in the Age of Revolutions, 1789-1850 |
| HIST 371 | Europe in the Age of Anxieties, 1850-1914 |
| HIST 378 | Imperial Russia |
| HIST 380 | Selected Topics in History |
| HIST 381 | World War, Fascism, and Modernism: Western Europe, 1914-1945 |
| HIST 382 | Western Europe in the Age of the Superpowers, 1945-1991 |
| HIST 384 | Modern Britain |
| HIST 385 | Women in European History |
| HIST 386 | History of Science |
| HIST 387 | History of Medicine |
| HIST 388 | Modern Germany |
| HIST 389 | Modern Intellectual History |

Elective ³

3

Select one additional History (HIST) course

Total Hours

27

- 1
- Students should plan to complete HIST 260 during the spring semester of their sophomore year.
- 2
- Only one course from HIST 201, 202, or 220 may be counted toward the History major.
- 3
- PHIL 358, Ancient Cosmology & Worldview, may also be used an elective toward the History major.

Requirements for the Minor in History

Prerequisite Courses

| | |
|--|--|
| Select two courses from the following: | |
| HIST 100 | History of Ancient and Medieval Western Civilization to 1350 |
| HIST 101 | History of Early Modern Western Civilization to 1815 |
| HIST 102 | History of Modern Western Civilization Since 1815 |

| | |
|------------------|---|
| American History | 3 |
|------------------|---|

| | |
|---------------------------------------|---|
| Select one course from the following: | |
| HIST 305 | South Carolina |
| HIST 307 | History of the American South to the Civil War |
| HIST 308 | History of the American South since the Civil War |
| HIST 309 | Colonial North America to 1763 |
| HIST 310 | Era of the American Revolution, 1763-1800 |
| HIST 311 | Topics in American Social History |
| HIST 314 | American Civil War |
| HIST 316 | Topics in African-American History |
| HIST 317 | The American Frontier |
| HIST 318 | American Legal History |
| HIST 319 | History of American Women |
| HIST 320 | American Diplomatic History |
| HIST 325 | America Since 1945 |

| | |
|----------------------------------|---|
| Early or Modern European History | 3 |
|----------------------------------|---|

| | |
|---------------------------------------|--|
| Select one course from the following: | |
| HIST 330 | Rome in the Late Republic |
| HIST 331 | Periclean Athens |
| HIST 332 | The Early History of Rome |
| HIST 333 | The World of Alexander the Great |
| HIST 334 | The Roman Empire |
| HIST 335 | Warfare in the Ancient World |
| HIST 340 | The Early and High Middle Ages (400-1200) |
| HIST 341 | The Late Middle Ages and Renaissance (1100-1500) |
| HIST 350 | The Reformation and Counter Reformation (1400-1688) |
| HIST 351 | Witchcraft and Magic in Early Modern Europe |
| HIST 360 | Europe from Louis XIV to the French Revolution (1600-1800) |
| HIST 370 | Europe in the Age of Revolutions, 1789-1850 |

| | |
|----------|--|
| HIST 371 | Europe in the Age of Anxieties, 1850-1914 |
| HIST 378 | Imperial Russia |
| HIST 380 | Selected Topics in History |
| HIST 381 | World War, Fascism, and Modernism: Western Europe, 1914-1945 |
| HIST 382 | Western Europe in the Age of the Superpowers, 1945-1991 |
| HIST 383 | Tudor-Stuart Britain |
| HIST 384 | Modern Britain |
| HIST 385 | Women in European History |
| HIST 386 | History of Science |
| HIST 387 | History of Medicine |
| HIST 388 | Modern Germany |
| HIST 389 | Modern Intellectual History |

| | |
|-----------|---|
| Electives | 6 |
|-----------|---|

| |
|---|
| Select two additional History (HIST) courses at the 290-level or higher |
|---|

| | |
|-------------|----|
| Total Hours | 12 |
|-------------|----|

Humanities (HUM)

There are several opportunities for students to conduct interdisciplinary study in the Humanities:

1.
- All first-year students are required to take a seminar introducing them to college-level study in humanities. While not strictly interdisciplinary, the seminars are taught by faculty members from the various humanities departments at the college.
2.
- Advanced courses are offered by faculty who have interdisciplinary interests and training.
3.
- An interdisciplinary major is provided by the selection and integration of work in several departments.

The Humanities major is intended for students with specific interests which cut across the existing majors offered in humanities disciplines: Art History, English, Modern Languages, Literatures, and Cultures, History, Philosophy, Religion and Theater. It offers students who have this interest the opportunity to design their major, but it also requires the extra initiative to do so. Students considering this major should understand that it is not intended for those who simply have a broad interest in the humanities; such students should major in one of the humanities departments and take electives in the others.

Any student interested in this major should see the coordinator, who will discuss the suitability of the major for the student's interests and will help in selecting faculty members who might appropriately serve as a committee to direct the student's major.

Coordinator

Anne B. Rodrick

Requirements for the Major in Humanities

Prerequisites for the Major

A 3.0 cumulative grade-point average for at least three semesters OR the recommendation of three faculty members from different humanities departments.

Major Requirements

Eight courses at the 300 or 400-level from at least three humanities departments (ARTH, ARTS, ENGL, FREN, GER, HIST, HUM, PHIL, REL, SPAN, THEA) 24

| | | |
|-------------|----------------------------------|----|
| HUM 469 | Developing the Capstone Proposal | 1 |
| HUM 470 | Independent Study | 3 |
| Total Hours | | 28 |

The eight courses must be specifically approved by the Humanities Coordinator. Other courses outside of the areas listed may be used to fulfill this requirement if they have a strong humanities component (for example, certain courses in Environmental Studies) with prior approval from the Coordinator. HUM 469 Developing the Capstone Proposal is a one-hour pre-capstone course which must be completed in the semester before the capstone. The capstone, HUM 470 Independent Study, is a three-hour independent study course which should be taken during the senior year (normally in the spring semester). A six-hour senior honors project with the same interdepartmental structure may be substituted for HUM 470 Independent Study. The student's work in HUM 470 should integrate topics from the various departments. The study will be supervised and evaluated by one faculty member from each of the departments, one of which will serve as chair and the primary supervisor.

Intercultural Studies (ICS)

The Intercultural Studies major offers students the opportunity to design an interdepartmental major in international studies. The major is intended primarily for students whose interests lie in *the study of cultures outside Europe and North America* and whose undergraduate academic goals cannot be achieved through majors in the traditional academic departments. Students will create their own curriculum around a particular geographical region and a relevant research theme.

Before declaring a major in Intercultural Studies, a student must:

- 1) meet a minimum 3.0 GPA requirement, or submit the recommendations of three faculty members from different departments
- 2) make an appointment with the coordinator before the beginning of the junior year to discuss a region and a topic focus
- 3) Propose a two-year course plan to the coordinator

Coordinator

Kimberly A. Rostan

Requirements for the Major in Intercultural Studies

Prerequisites for the Major

A 3.0 cumulative grade-point average for at least three semesters *OR* the recommendation of three faculty members from different departments.

Major Requirements

Thirty-three credit hours at the 300- and 400-level from appropriate departments or from International Programs specifically approved by the major coordinator. Normally, courses will be selected from the offerings in Anthropology, Economics, English, Fine Arts, Modern Languages, Literatures, and Cultures, Government, History, Humanities, Religion, and Sociology. The student may include one methods course numbered

at the 200- level from an appropriate discipline, if relevant. The major also requires a capstone experience, which may be completed by participating in an existing capstone course in an appropriate discipline, or by completing ICS 470 Independent Study. The capstone experience should be taken during the senior year (normally in the spring semester) and should integrate work from the various departments.

Internships (INTR)

Students seeking to register for INTR 301 Internship, Apprentice Program or INTR 401 Internship, Apprentice Program must first meet with the Course Coordinator. To join the course, students must submit a written letter detailing their work placement, objectives, dates and hours. This letter should include contact information for the student's site supervisor and be printed on company letterhead. At the end of the internship, a second letter must be submitted confirming the student's successful completion of all internship requirements. At that point, a grade will be entered by the course coordinator.

Coordinator

P. Curt McPhail

Latin American and Caribbean Studies (LACS)

The Latin American and Caribbean Studies program offers an integrated interdisciplinary approach to the historical, political, social, and cultural interrelationships of the nations and peoples of our hemisphere. The program in Latin American and Caribbean Studies is not a major. Courses applied toward requirement for Latin American and Caribbean Studies also may be counted for other programs, majors or minors. Students who fulfill the area studies requirements will receive a certificate recognizing completion of the program.

Coordinator

Camille L. Bethea

Program Requirements

The Latin American and Caribbean Studies program requires a minimum of 20 credit hours of course work.

| | | |
|---------------------------------------|--|--------|
| LACS 320 | Americas Seminar I | 4 |
| LACS 321 | Americas Seminar II | 4 |
| LACS 420 | Senior Capstone | 3 |
| Select one course from the following: | | 3 to 4 |
| FREN 306 | The French World: Africa, Europe, the Americas | |
| PORT 304 | Accelerated Portuguese: Language & Culture I | |
| PORT 305 | Accelerated Portuguese: Language & Culture II | |
| SPAN 305 | The Hispanic World: Spanish America | |
| SPAN 309 | Building Linguistic and Cultural Competence Through Oral Texts | |
| SPAN 412 | Hispanic Narrative Fiction | |
| SPAN 416 | Interdisciplinary Ibero-American Cultural Studies | |

| | | |
|--|--|--------|
| Select two courses from the following (or other courses as approved by the Program Coordinator): | | 6 to 8 |
| ANTH 202 | Introduction to Cultural Anthropology and Communications | |
| BIO 382 | Ecology (with lab) | |
| BIO 493 | Case Studies in Public Health | |
| BIO 497 | Case Studies in Environmental Issues | |
| ECO 333 | Environmental Economics | |
| ECO 410 | International Economics | |
| ECO 441 | Comparative Economic Systems | |
| ENGL 339 | Race, Gender, and Empire | |
| FIN 440 | International Finance | |
| HIST 296 | Colonial Latin American History | |
| HIST 297 | Modern Latin American History | |
| HIST 320 | American Diplomatic History | |
| INTL 382 | Global Issues | |
| INTL 420 | American Foreign Policy | |
| INTL 421 | International Conflict | |
| INTL 423 | NGOs in World Politics | |
| REL 324 | Contemporary Theology: 1965-Present | |
| Total Hours | | 20-23 |

Mathematics (MATH)

The department offers a major in Mathematics, a major in Mathematics with a Concentration in Applied Mathematics, a major in Mathematics with a Concentration in Pure Mathematics, and a minor in Mathematics. Students completing the major in Mathematics may qualify for the BA degree or the BS degree, depending upon how they meet the college's general education requirement in the natural sciences. The department prepares students for mathematics related careers, including teacher education, and for graduate studies in mathematics.

Students majoring in Mathematics may obtain an Emphasis in Computational Science (p. 48). The interdisciplinary field of computational science applies computer science and mathematics to the sciences.

Students in the Teacher Education Program who are seeking to complete secondary education licensure requirements to teach mathematics should refer to the *Teacher Education Handbook* and consult with the chairs of the Departments of Mathematics and Education to develop a curricular plan that will meet the requirements for both fields of study.

Honors Courses and In-Course Honors

The Department of Mathematics encourages its students to undertake honors work. For further information, the student is referred to the sections on Honors Courses (p. 30) and In-Course Honors (p. 30) in the *Catalog*.

Chair

Charlotte A. Knotts-Zides

Professors

Matthew E. Cathey
Anne J. Catllá
Teddy R. Monroe

Brian J. Pigott
Joseph A. Spivey
Thomas J. Wright

Requirements for the Major in Mathematics

| | | |
|---|------------------------------------|----|
| Corequisite | | |
| COSC 235 | Programming & Problem Solving | |
| Core Requirements | | 15 |
| MATH 181 | Calculus I | |
| MATH 182 | Calculus II | |
| MATH 210 | Multivariable Calculus | |
| MATH 220 | Linear Algebra | |
| MATH 260 | Introduction to Mathematical Proof | |
| Electives | | 18 |
| Select six Math courses at the 200-level or higher, at least three of which must be at the 400-level. | | |
| Total Hours | | 33 |

Requirements for the Major in Mathematics with a Concentration in Applied Mathematics ¹

| | | |
|--|--|----|
| Corequisite | | |
| COSC 235 | Programming & Problem Solving | |
| Core Requirements | | 21 |
| MATH 181 | Calculus I | |
| MATH 182 | Calculus II | |
| MATH 201 or MATH 320 | Modeling & Simulation Mathematical Modeling | |
| MATH 210 | Multivariable Calculus | |
| MATH 220 | Linear Algebra | |
| MATH 240 | Differential Equations | |
| MATH 260 | Introduction to Mathematical Proof | |
| Upper Level Electives | | 9 |
| Select three courses from the following (or other 400-level courses as approved by the Coordinator of Applied Math): | | |
| MATH 330 | Numerical Methods | |
| MATH 421 | Probability and Statistics I | |
| MATH 422 | Probability and Statistics II | |
| MATH 424 | Advanced Game Theory | |
| MATH 431 | Abstract Algebra I | |
| MATH 435 | Cryptology | |
| MATH 441 | Mathematical Analysis I | |
| MATH 445 | Nonlinear Dynamics and Chaos Theory | |
| MATH 446 | Partial Differential Equations | |
| Electives | | 6 |

Select two Math courses at the 200-level or higher.

Research (0-3 credit hours)

Each student must complete a summer research project, a semester of independent research, or an honors course. This requires the prior approval of the Applied Math Coordinator.

Area of Application (6-12 credit hours)

Each student must choose an area of application (Accounting, Finance, Biology, Chemistry, Computer Science, Economics, Environmental Studies, Philosophy, Physics or Psychology) and complete two or three courses as approved by the Applied Math Coordinator.

Total Hours 36

¹ The total number of credit hours for the Major with the Applied Math Concentration is 36-39 depending on the the number of research hours earned; this does NOT include the hours associated with the Co-requisite or the Area of Application.

Requirements for the Major in Mathematics with a Concentration in Pure Mathematics²

Corequisite

| | |
|----------|-------------------------------|
| COSC 235 | Programming & Problem Solving |
|----------|-------------------------------|

Core Requirements 15

| | |
|----------|------------------------------------|
| MATH 181 | Calculus I |
| MATH 182 | Calculus II |
| MATH 210 | Multivariable Calculus |
| MATH 220 | Linear Algebra |
| MATH 260 | Introduction to Mathematical Proof |

Upper-Level Requirements 9

Select three courses from the following:

| | |
|----------|--------------------------|
| MATH 431 | Abstract Algebra I |
| MATH 432 | Abstract Algebra II |
| MATH 441 | Mathematical Analysis I |
| MATH 442 | Mathematical Analysis II |

Upper-Level Electives 3

Select one course from the following (or other course at the 400-level as approved by the Coordinator of Pure Math):

| | |
|----------|---------------------------------|
| MATH 410 | Geometry |
| MATH 415 | Topology |
| MATH 432 | Abstract Algebra II |
| MATH 439 | Elementary Number Theory |
| MATH 442 | Mathematical Analysis II |
| MATH 448 | Functions of a Complex Variable |

Applied Math Electives 6

Select two Applied Math courses from the following (or other courses as approved by the Coordinator of Pure Math):

| | |
|----------|---------------------------------|
| MATH 201 | Modeling & Simulation |
| MATH 212 | Vector Calculus |
| MATH 235 | Discrete Mathematical Models |
| MATH 240 | Differential Equations |
| MATH 320 | Mathematical Modeling |
| MATH 330 | Numerical Methods |
| MATH 421 | Probability and Statistics I |
| MATH 422 | Probability and Statistics II |
| MATH 435 | Cryptology |
| MATH 442 | Mathematical Analysis II |
| MATH 446 | Partial Differential Equations |
| MATH 448 | Functions of a Complex Variable |

Pure Math Elective 3

Select one Pure Math course from the following (or other course as approved by the Coordinator of Pure Math):

| | |
|----------|---------------------------------|
| MATH 310 | History of Mathematics |
| MATH 410 | Geometry |
| MATH 415 | Topology |
| MATH 432 | Abstract Algebra II |
| MATH 439 | Elementary Number Theory |
| MATH 442 | Mathematical Analysis II |
| MATH 448 | Functions of a Complex Variable |

Research

Each student must complete a summer research project, a semester of independent research, or an honors course. This requires the prior approval of the Pure Math Coordinator.

Total Hours 36

² The total number of credit hours for the Major with the Pure Math Concentration is 36-39 depending on the number of research hours earned; this does NOT include the hours associated with the Co-requisite.

Requirements for the Mathematics Major and Program in Teacher Education

Students in the Teacher Education Program who are seeking to complete licensure requirements to teach mathematics at the secondary level should refer to the *Teacher Education Handbook* and consult with the chairs of the Departments of Mathematics and Education to develop a plan for meeting all requirements.

Corequisite

| | |
|----------|-------------------------------|
| COSC 235 | Programming & Problem Solving |
|----------|-------------------------------|

Core Requirements 27

| | |
|----------|------------------------------------|
| MATH 140 | Statistics |
| MATH 181 | Calculus I |
| MATH 182 | Calculus II |
| MATH 220 | Linear Algebra |
| MATH 235 | Discrete Mathematical Models |
| MATH 260 | Introduction to Mathematical Proof |
| MATH 310 | History of Mathematics |
| MATH 410 | Geometry |
| MATH 431 | Abstract Algebra I |

Electives 6

Select one course from the following:

| | |
|----------|------------------------|
| MATH 210 | Multivariable Calculus |
| MATH 240 | Differential Equations |
| MATH 320 | Mathematical Modeling |

Select one additional Math course at the 200-level or higher

Total Hours 33

Requirements for the Minor in Mathematics

| | | |
|----------|------------|---|
| MATH 181 | Calculus I | 3 |
|----------|------------|---|

| | | |
|----------|-------------|---|
| MATH 182 | Calculus II | 3 |
|----------|-------------|---|

| | |
|--|----|
| Select four additional Math courses at the 200-level or higher | 12 |
| Total Hours | 18 |

Medical Humanities (MHUM)

The program in Medical Humanities offers students an integrated and interdisciplinary approach to the study of health care in today's societies. Drawing on courses in such areas as Anthropology, Biology, Economics, History, Philosophy, and Psychology, the program encourages students to examine the nature of medicine and the important issues of health care in today's world from a variety of disciplinary and cultural perspectives. It culminates in an independent capstone project designed to integrate learning from diverse areas of study.

The program in Medical Humanities is not a major. Courses applied toward requirements for this program may also be counted toward requirements that will satisfy other programs, majors, or minors. Successful completion of the program will be noted on the transcript and on the program for commencement exercises.

Coordinators

Charles D. Kay
Robert E. Moss

Program Requirements

| | | |
|--|-------------------------------------|----|
| PHIL 210 | Bio-Medical Ethics | 3 |
| Select one science course from the following: ¹ | | 3 |
| BIO 360 | Current Topics in Biology | |
| BIO 491 | Case Studies In Human Disease | |
| BIO 493 | Case Studies in Public Health | |
| BIO 495 | Case Studies in Biomedicine | |
| ENVS 341 | Health & the Environment | |
| PSY 220 | Abnormal Psychology | |
| PSY 270 | Health Psychology | |
| PSY 420 | Clinical Psychology | |
| Select two humanities courses from the following: ¹ | | 6 |
| ANTH 312 | Medical Anthropology | |
| ECO 340 | Economics of Medical Care | |
| ENGL 423 | Medicine & Literature | |
| GOV 345 | Health Care Policy & Administration | |
| HIST 387 | History of Medicine | |
| PHIL 340 | Philosophy of Medicine | |
| Senior Capstone Project | | 3 |
| MHUM 448 | Senior Capstone | |
| Total Hours | | 15 |

¹ Special or advanced topics courses offered by other departments may also apply, if they are approved by the Program Coordinators in advance.

Middle Eastern and North African Studies (MENA)

The program in Middle Eastern and North African Studies (MENA) offers students an interdisciplinary approach to the study of the Middle East and North Africa. This is an area studies approach to non-western cultures

and peoples. Drawing on courses in Art History, English, Government, History, and Religion, the program encourages students to learn about the history, culture, politics and languages of the Middle East and North Africa. It culminates in an independent capstone project designed to integrate learning from diverse areas of study.

The program in Middle Eastern and North African Studies is not a major. Courses applied toward requirements for this program may also be counted toward requirements that will satisfy other programs, majors, or minors. Successful completion of the program will be noted on the transcript and on the program for commencement exercises.

Coordinator

Courtney M. Dorroll

Program Requirements

Students are required to take MENA 354 Middle Eastern & North African Studies: An Area Studies Seminar and MENA 448 Middle Eastern & North African Studies Senior Capstone and four additional courses. Within the electives, a maximum of 6 credit hours (or two courses) may be taken in any one discipline. MENA 448 Middle Eastern & North African Studies Senior Capstone is normally taken in the fall semester of the student's senior year; however, exceptions may be granted with the approval of the the Program Coordinator.

| | | |
|---|---|----------|
| Required Courses | | 6 |
| MENA 354 | Middle Eastern & North African Studies: An Area Studies Seminar | |
| MENA 448 | Middle Eastern & North African Studies Senior Capstone | |
| Electives Courses ¹ | | 12 to 16 |
| Select four courses from the following: | | |
| ARBC 101 & ARBC 102 | Beginning Active Arabic and Beginning Active Arabic | |
| ARBC 281 | Selected Topics in Arabic | |
| ARTH 225 | Islamic Art | |
| ENGL 339 | Race, Gender, and Empire | |
| ENGL 435 | Global Digital Cultures | |
| HIST 291 | Modern Middle East | |
| INTL 361 | Middle East Politics | |
| INTL 363 | African Politics | |
| INTL 383 | Revolutions & Regime Change | |
| MENA 380 | Special Topics in Middle Eastern & North African Studies | |
| REL 221 | Introduction to Islam | |
| REL 263 | Ethnography of Religion in the Middle East & North Africa | |
| REL 312 | Israel's Poetry and Wisdom Literature | |
| REL 315 | Archeology and the Bible | |
| REL 331 | Christian & Islamic Theology in Comparative Perspective | |
| REL 351 | Political Islam | |
| REL 353 | Contemporary Islam | |
| REL 362 | Ritualized Space in the Middle East | |
| Total Hours | | 18-22 |

¹ A maximum of two courses may be taken in any one discipline. Students may also take special or advanced topics courses in other disciplines as approved by the Program Coordinator.

Military Science (MILS)

The normal four-year sequence of ROTC instruction is divided into the Basic Program and the Advanced Program. Participation in the Basic Program, normally undertaken in the freshman and sophomore years, is voluntary and involves no obligation for military service. The four courses in the Basic Program are intended to develop leadership skills, to familiarize the student with military customs and organization, and to introduce selected weapons and general military subjects. All credits earned in these courses may be applied toward graduation.

Basic Program

Open to all students who have an interest in Military Science, the basic program is required of students who hold ROTC Scholarships. For the general student, there is no military obligation associated with participation in the Basic Program courses. All military leadership courses are offered with a lab. The lab is optional for the general student in the 100- and 200-level courses, but is required of all students at the 300- and 400-level.

Chair

Albert F. Yonkovitz

Advanced Program

The Advanced Program is offered for students who have successfully completed the Basic Program, who meet the academic and physical standards, and who are selected on the further basis of leadership potential. (Satisfactory completion of a five-week basic camp in the summer after the sophomore year, or suitable prior military experience, or three years of JROTC, may substitute for a portion of the Basic Program for this purpose.) The Advanced Program, normally taken during the junior and senior years, offers a total of 12 credit hours. The four courses include instruction in leadership, ethics, tactics, military law, administration, and exercise of command. Advanced Program cadets receive a tax-free allowance of up to \$500 each month for up to 10 months of the academic year, and are also paid during the four-week summer camp they are required to attend between the junior and senior years.

The Advanced Program cadet may be selected to enter active duty or participate in the Reserve Force Duty Program (RFD) as means for fulfilling the incurred obligation for military service. Under the RFD program, the student is commissioned in either the National Guard or the U.S. Army Reserve.

In addition to the Basic and Advanced Programs of classroom instruction, the Department of Military Science at Wofford sponsors numerous extracurricular activities which are designed to complement skills learned in the classroom. Presently offered are adventure activities such as rappelling, orienteering, field leader reaction course, and paint-ball war games.

Modern Languages, Literatures, and Cultures (MLLC)

The Department of Modern Languages, Literatures and Cultures offers majors in Chinese (p. 66), French (p. 66), German (p. 67), and Spanish (p. 67). The department also offers a minor in Chinese Studies (p. 66) and in German Studies (p. 67). The program descriptions can be found in the Catalog entry for each specific language.

Students in the Teacher Education Program who are seeking to complete licensure requirements to teach French or Spanish should refer to the *Teacher Education Handbook* and consult with the chairs of the Departments of Modern Languages and Education to develop a plan in order to meet all of the requirements for both programs.

Honors Courses and In-Course Honors

The Department of Modern Languages, Literatures, and Cultures encourages students pursuing a Spanish major to undertake honors work. For further information, the student is referred to the sections on Honors Courses (p. 30) and In-Course Honors (p. 30) in the *Catalog*.

Special Considerations

Students who directly enroll in and complete a 300- level foreign language course with a grade of 'C' or higher may be awarded credit for 201 and 202 courses provided they have not previously earned any lower division credit in that particular language.

Students who earned/received credit for a 200- level or 300- level foreign language course may not take or repeat a course at a lower level in the same language and receive credit for it. The only exception is the 201/202 course sequence, those two courses may be taken in any order.

Students who earned/received credit for a foreign language course at the 100- level may not take or repeat a lower numbered 100- level course in the same language and receive credit or grade points for it.

Prerequisites for Major in Chinese, French, German or Spanish

Students majoring in a language must complete the 102 course (or equivalent) of the language. However, language courses taken at the 100- level do not apply toward credit hours/requirements within the major.

Chair

Kirsten A. Krick-Aigner

Professors

- John C. Akers
- Laura H. Barbas Rhoden
- Camille L. Bethea
- Beate Brunow
- Begoña Caballero-García
- Li Qing Kinnison
- Caroline A. Mark
- Amanda L. Matousek
- Britton W. Newman
- Patricia G. Nuriel

- Catherine L. Schmitz
- Yongfang Zhang

Chinese (CHIN)

Coordinator

Yongfang Zhang

Professor

Li Qing Kinnison

In order to earn a major in Chinese, students must complete the required courses, either the culture track or language track, and the study abroad requirement. The Chinese Major, Culture Track requires 33 semester hours while the Chinese Major, Language Track requires 35 semester hours. Students who complete CHIN 101 Beginning Active Chinese and CHIN 102 Beginning Active Chinese as first-year students are strongly encouraged to pursue the Language Track.

Students majoring in Chinese are required to complete a semester of study abroad in a country where the Chinese language is spoken, taking a majority of courses in Chinese, and in a program approved by the language major adviser. In rare instances, exceptions to this policy may be granted, at the sole discretion of the faculty of the program, through a waiver process administered by the coordinator of the Chinese program and in consultation with the department chair.

Requirements for the Major in Chinese, Culture Track

| | | |
|---|---|----|
| CHIN 201 | Low Intermediate Chinese | 5 |
| CHIN 202 | Low Intermediate Chinese | 5 |
| CHIN 301 | High Intermediate Chinese ¹ | 4 |
| CHIN 302 | Low Advanced Chinese | 4 |
| CHIN 304 | Chinese Culture Through Film | 3 |
| CHIN 306 | Intercultural Communication Between East and West | 3 |
| CHIN 307 | Modern China | 3 |
| Select six credit hours chosen from the following: ² | | 6 |
| ANTH 313 | Cultures of Southeast Asia and Oceania | |
| ARTH 220 | Survey of Asian Art History | |
| ARTH 322 | Art of China | |
| CHIN 412 | Chinese Literature in Translation | |
| HIST 292 | Modern East Asia | |
| INTL 362 | China: Politics, Economy and Foreign Relations | |
| PHIL 333 | Chinese Philosophy | |
| PHIL 335 | Buddhist Philosophy | |
| REL 222 | Introduction to Confucianism | |
| REL 357 | Buddhist Religious Traditions | |
| Semester of Study Abroad | | |
| Total Hours | | 33 |

Requirements for the Major in Chinese, Language Track

| | | |
|----------|--------------------------|---|
| CHIN 201 | Low Intermediate Chinese | 5 |
|----------|--------------------------|---|

| | | |
|--|---|----|
| CHIN 202 | Low Intermediate Chinese | 5 |
| CHIN 301 | High Intermediate Chinese ¹ | 4 |
| CHIN 302 | Low Advanced Chinese | 4 |
| CHIN 401 | Advanced Chinese I | 4 |
| CHIN 402 | Advanced Chinese II | 4 |
| Select nine credit hours chosen from the following: ² | | 9 |
| CHIN 304 | Chinese Culture Through Film | |
| CHIN 306 | Intercultural Communication Between East and West | |
| CHIN 307 | Modern China | |
| Semester of Study Abroad | | |
| Total Hours | | 35 |

¹ Students must earn a grade of 'C' or higher in order to continue in the major.

² Or other course, as approved by the Program Coordinator, where the principal focus is Chinese or East Asian culture, history, religion, politics, philosophy, art history, etc.

Requirements for Minor in Chinese Studies

The Minor in Chinese Studies consists of 19 semester hours. Students are encouraged to complete a semester of study abroad in China.

Students minoring in Chinese Studies may NOT also pursue the program in Asian Studies.

| | | |
|---|---|----|
| CHIN 201 | Low Intermediate Chinese | 5 |
| CHIN 202 | Low Intermediate Chinese | 5 |
| Select nine hours chosen from the following: ¹ | | 9 |
| ANTH 313 | Cultures of Southeast Asia and Oceania | |
| ARTH 220 | Survey of Asian Art History | |
| ARTH 322 | Art of China | |
| CHIN 304 | Chinese Culture Through Film | |
| CHIN 306 | Intercultural Communication Between East and West | |
| CHIN 307 | Modern China | |
| CHIN 412 | Chinese Literature in Translation | |
| HIST 292 | Modern East Asia | |
| INTL 362 | China: Politics, Economy and Foreign Relations | |
| PHIL 333 | Chinese Philosophy | |
| PHIL 335 | Buddhist Philosophy | |
| REL 222 | Introduction to Confucianism | |
| REL 357 | Buddhist Religious Traditions | |
| Total Hours | | 19 |

¹ Or other course, as approved by the Program Coordinator, where the principal focus is Chinese or East Asian culture, history, religion, politics, philosophy, art history, etc.

French (FREN)

Coordinator

Caroline A. Mark

Professors

John C. Akers
Catherine L. Schmitz

Requirements for the Major in French

Students majoring in French are required to complete a semester of study abroad in a country where the French language is spoken, taking a majority of courses in French, in a program approved by the language major adviser. In rare instances, exceptions to this policy may be granted, at the sole discretion of the faculty of the program, through a waiver process administered by the coordinator of the French program and in consultation with the department chair.

| | | |
|---|--|----|
| FREN 201 | Intermediate Active French | 3 |
| FREN 202 | Intermediate Active French | 3 |
| FREN 303 | Advanced French ¹ | 3 |
| FREN 304 | The French World: France | 4 |
| or FREN 306 | The French World: Africa, Europe, the Americas | |
| FREN 308 | Introduction to French Literature | 3 |
| Select one literature course from the following: | | 3 |
| FREN 412 | French Novel | |
| FREN 413 | French Poetry | |
| FREN 414 | French Non-Fiction | |
| FREN 415 | French Theater | |
| FREN 421 | French Film Seminar | |
| Select one French (FREN) course at the 400-level | | 3 |
| Select one French (FREN) course at the 300-or 400-level | | 3 |
| Semester of Study Abroad | | |
| Total Hours | | 25 |

¹ Students must earn a grade of 'C' or higher in order to continue in the major.

German (GER)

Coordinator

Beate Brunow

Professor

Kirsten A. Krick-Aigner

Requirements for the Major in German

The German major consists of 24 semester hours. Students majoring in German are required to complete a semester of study abroad in a country where the German language is spoken, taking a majority of courses in German, in a program approved by the language major advisor. In rare instances, exceptions to this policy may be granted, at the sole discretion of the faculty of the program, through a waiver process administered by the Coordinator of the German program and in consultation with the Department Chair.

| | | |
|---------|------------------------------|---|
| GER 201 | Intermediate Active German | 3 |
| GER 202 | Intermediate Active German | 3 |
| GER 303 | Advanced German ¹ | 3 |
| GER 304 | The German World | 3 |

| | | |
|---|--|----|
| or GER 306 | Popular Culture and Traditions in Austria, Germany and Switzerland | |
| GER 308 | Introduction to German Literature | 3 |
| Select one literature course from the following: | | 3 |
| GER 401 | German Prose | |
| GER 402 | German Theater | |
| GER 403 | German Expressionism | |
| GER 404 | German Contemporary Film Seminar | |
| GER 405 | German Poetry | |
| Select one German (GER) course at the 400- level | | 3 |
| Select one German (GER) course at 300- or 400-level | | 3 |
| Semester of Study Abroad | | |
| Total Hours | | 24 |

¹ Students must earn a grade of 'C' or higher in order to continue in the major.

Requirements for Minor in German Studies

The curriculum consists of 18 credit hours as described below. Courses taken to meet the requirements of the Minor in German Studies will NOT count toward requirements in programs other than German Studies. Exceptions may be granted in extraordinary circumstances and with permission of both the German Program Coordinator and the Department Chair in Philosophy, Religion, History, and/or Government. The candidate for the Minor in German Studies is strongly encouraged to participate in an extended study, travel, or work-abroad experience.

| | | |
|--|---|----|
| GER 201 | Intermediate Active German | 3 |
| GER 202 | Intermediate Active German | 3 |
| Select two German (GER) courses at the 300- level or higher | | 6 |
| Select two courses on culture from the following OR additional courses in German (GER) at the 300/400-level OR other courses as approved by the Program Coordinator: | | 6 |
| HIST 370 | Europe in the Age of Revolutions, 1789-1850 | |
| HIST 380 | Selected Topics in History | |
| HIST 388 | Modern Germany | |
| INTL 360 | European Politics | |
| INTL 421 | International Conflict | |
| INTL 422 | Empire | |
| PHIL 353 | 19th Century European Philosophy | |
| PHIL 355 | Phenomenology | |
| PHIL 357 | The Analytic Tradition | |
| REL 323 | Belief Amidst Bombshells: Western Public Religious Thought, 1900-1965 | |
| Total Hours | | 18 |

Spanish (SPAN)

Coordinator

Camille L. Bethea

Professors

John C. Akers
 Laura H. Barbas-Rhoden
 Begoña Caballero-García
 Amanda L. Matousek
 Britton W. Newman
 Patricia G. Nuriel

Requirements for the Major in Spanish

Students majoring in Spanish are required to complete a semester of study abroad in a country where the Spanish language is spoken, taking a majority of courses in Spanish, in a program approved by the language major advisor. In rare instances, exceptions to this policy may be granted, at the sole discretion of the faculty of the program, through a waiver process administered by the coordinator of the Spanish program and in consultation with the department chair.

| | | |
|--|---|----|
| SPAN 201 | Intermediate Active Spanish | 3 |
| SPAN 202 | Intermediate Active Spanish | 3 |
| SPAN 303 | Advanced Spanish ¹ | 3 |
| SPAN 305 | The Hispanic World: Spanish America | 4 |
| or SPAN 307 | The Hispanic World: Spain | |
| SPAN 308 | Modern Writers of the Hispanic World | 3 |
| Select one literature course from the following: | | 3 |
| SPAN 411 | Writers and Their Worlds | |
| SPAN 412 | Hispanic Narrative Fiction | |
| SPAN 413 | Hispanic Poetry | |
| SPAN 414 | Hispanic Non-Fiction | |
| SPAN 416 | Interdisciplinary Ibero-American Cultural Studies | |
| SPAN 418 | Spanish and Spanish-American Theater | |
| SPAN 421 | Spanish and Spanish-American Film Seminar | |
| Select one Spanish (SPAN) course at 400- level | | 3 |
| Select one Spanish (SPAN) course at the 300- or 400- level | | 3 |
| Semester of Study Abroad | | |
| Total Hours | | 25 |

¹ Students must earn a grade of 'C' or higher in order to continue in the major.

Music (MUS)

The Music Department offers courses in music and performance opportunities; however, music is not a major.

The Applied Music courses, listed below, may be repeated for up to eight credit hours - whether in the same course or in a combination of courses. The only exception is MUS 260 Music Laboratory. The maximum allowable number of credit hours for MUS 260 Music Laboratory is two.

| | | |
|---------|------------------------|---|
| MUS 100 | Men's Glee Club | 1 |
| MUS 101 | Wofford Singers | 1 |
| MUS 102 | Women's Choir | 1 |
| MUS 103 | Group Classical Guitar | 1 |
| MUS 150 | Concert Band | 1 |
| MUS 151 | String Ensemble | 1 |

| | | |
|---------|----------------------------|---|
| MUS 260 | Music Laboratory | 1 |
| MUS 285 | Jazz Ensemble | 1 |
| MUS 301 | Chamber Singers | 1 |
| MUS 302 | Instrumental Chamber Music | 1 |
| MUS 351 | Wofford Concert Orchestra | 1 |

Coordinator

W. Gary McCraw

Professors

Eun-Sun Lee
 Christi L. Sellars

Neuroscience (NEUS)

The program in Neuroscience provides students with an interdisciplinary examination of the nervous system and its regulation of behavior through multiple experimental approaches ranging from molecular biology to behavioral systems. The program is not a major. A student who fulfills the program requirements will receive a certificate and the program will be noted on the student's transcript. Students interested in completing the program in Neuroscience should contact the program coordinator for guidance in scheduling the completion of the necessary requirements.

Coordinator

David W. Pittman

Program Requirements

The Program in Neuroscience requires courses from the departments of Biology and Psychology, in addition to the three Neuroscience courses. Courses that meet requirements in Neuroscience program and the Biology major or the Psychology major may be counted in both. Prerequisite courses may be waived for courses outside of your major. Contact the program coordinator for approval to waive prerequisite courses.

Research/Experimental Methods 4

Select one of the following:

| | |
|---------|--|
| BIO 351 | Research Methods & Communication, Neurobiology (with lab) |
| BIO 352 | Research Methods & Communication, Ecology & Evolution (with lab) |
| BIO 354 | Research Methods & Communication, Genetics & Genomics (with lab) |
| BIO 355 | Research Methods & Communications, Cell & Molecular Biology (with lab) |
| PSY 200 | Experimental Methods (with lab) |

Biology Requirements 7 to 8

| | |
|------------------------------|---|
| BIO 214 | Introduction to Cellular Biology (with lab) |
| Select one of the following: | |
| BIO 342 | Human Physiology (with lab) |
| BIO 445 | Neurobiology |
| BIO 446 | Neurobiology (with lab) |
| BIO 447 | Cellular Neurobiology |
| BIO 448 | Systems Neurobiology |

Neuroscience Requirements 5 to 9

| | | |
|--|---|---------|
| NEUS 321 | Neuroscience Seminar I | |
| NEUS 322 | Neuroscience Seminar II | |
| NEUS 351 | Human Neuroscience Laboratory | |
| NEUS 447 | Neuro Research Capstone I | |
| or NEUS 448 | Neuro Research Capstone II | |
| Psychology Requirements | | 7 |
| PSY 310 | Cognitive Science (with lab) | |
| Select one of the following: | | |
| PSY 330 | Behavioral Neuroscience | |
| PSY 333 | Clinical Neuroscience | |
| PSY 335 | Affective Neuroscience | |
| Approved Electives | | 9 to 12 |
| Select three courses from the following (cannot have already fulfilled a required course): | | |
| BIO 342 | Human Physiology (with lab) | |
| BIO 391 | Animal Behavior | |
| or BIO 392 | Animal Behavior (with lab) | |
| BIO 445 | Neurobiology | |
| or BIO 446 | Neurobiology (with lab) | |
| BIO 447 | Cellular Neurobiology | |
| BIO 448 | Systems Neurobiology | |
| PSY 300 | Learning & Adaptive Behavior (with lab) | |
| PSY 315 | Sensation & Perception (with lab) | |
| PSY 330 | Behavioral Neuroscience | |
| PSY 333 | Clinical Neuroscience | |
| PSY 335 | Affective Neuroscience | |
| PSY 351 | Psychopharmacology | |
| PSY 415 | Human Memory | |
| Total Hours | | 32-40 |

19th Century Studies (NCS)

The Nineteenth Century Studies program crosses traditional disciplinary boundaries and considers the trends and events of the 19th century from a variety of cultural and historical perspectives. For the purpose of this program, the period of study dates from 1785 to 1918. The program culminates in a semester-long independent capstone project.

The Nineteenth Century Studies program is not a major; it is an interdisciplinary program available to students majoring in English or History. With the exception of the capstone project, courses applied toward requirements for the Nineteenth Century Studies Program may also be counted toward the major or minor in English or in history or toward the General Education requirement. Completion of the program will be noted on the transcript.

Coordinators

Sally A. Hitchmough
Anne B. Rodrick

Program Requirements

| | | |
|-------------|---|---|
| HIST 371 | Europe in the Age of Anxieties, 1850-1914 | 3 |
| ENGL 311 | The English Romantic Period | 3 |
| or ENGL 312 | The Victorian Period | |

| | | |
|--|---|----|
| HIST 370 | Europe in the Age of Revolutions, 1789-1850 | 3 |
| or HIST 384 | Modern Britain | |
| ENGL 470 | Independent Study ¹ | 3 |
| or HIST 470 | Independent Study in United States History | |
| Select one of the following: | | 3 |
| ENGL 337 | Later European Masterpieces | |
| Select one of the following: | | 3 |
| ENGL 413 | The Early English Novel | |
| ENGL 414 | The Later English Novel | |
| ENGL 421 | Early American Popular Novels | |
| ENGL 426 | 19th Century American Poetry | |
| HIST 201 | History of the United States, 1607-1865 | |
| HIST 202 | History of the United States Since 1865 | |
| HIST 305 | South Carolina | |
| HIST 307 | History of the American South to the Civil War | |
| HIST 308 | History of the American South since the Civil War | |
| HIST 311 | Topics in American Social History | |
| Select two from any of the above or the following: | | 6 |
| ARTH 305 | 19th-Century Art | |
| Special Topics Seminars | | |
| Other courses approved by the coordinators | | |
| Total Hours | | 24 |

¹ The independent study course is completed during the senior year. It is of an interdisciplinary topic approved by the student's adviser.

Philosophy (PHIL)

The Department of Philosophy offers both a major and minor. Any course in Philosophy may be used to satisfy the general education requirement. In addition, it participates in a number of interdisciplinary majors, minors, and programs in coordination with other departments.

Honors Courses and In-Course Honors

The Department of Philosophy encourages its students to undertake honors work. For further information, the student is referred to the sections on Honors Courses (p. 30) and In-Course Honors (p. 30) in the *Catalog*.

Chair

Stephen A. Michelman

Professors

James T. Bednar
Christine S. Dinkins
Jeremy E. Henkel
Charles D. Kay
Nancy M. Williams

Requirements for the Major in Philosophy

The major requires ten courses with at least six courses at the 300- level or above as follows:

| | | |
|---|--|----|
| PHIL 206 or PHIL 321 | Reasoning & Critical Thinking Symbolic Logic | 3 |
| PHIL 311 or PHIL 312 | Principles of Ethics Language, Truth & Ethics | 3 |
| PHIL 347 or PHIL 348 | Epistemology Metaphysics | 3 |
| Three courses in History of Philosophy chosen from the following: | | 9 |
| PHIL 333 | Chinese Philosophy | |
| PHIL 351 | Ancient Western Philosophy | |
| PHIL 352 | Early Modern European Philosophy | |
| PHIL 353 | 19th Century European Philosophy | |
| PHIL 354 | Existentialism | |
| PHIL 355 | Phenomenology | |
| PHIL 356 | American Pragmatism | |
| PHIL 357 | The Analytic Tradition | |
| PHIL 358 | Ancient Cosmology & Worldview | |
| PHIL 450 or PHIL 500 | Senior Directed Study Honors Course | 3 |
| Select three additional Philosophy (PHIL) courses. ¹ | | 9 |
| Total Hours | | 30 |

¹ REL 327 The Writings of Soren Kierkegaard may be counted as an elective in completion of the Philosophy major.

Requirements for the Minor in Philosophy

The minor requires six courses, at least four of which must be at the 300-level or above.

Physical Education (PHED)

The Department of Physical Education does not offer a major or minor. However, all students are required to complete one PHED course in partial of the fulfillment of the Wellness general education requirement necessary for graduation. Students may complete the course during Fall, Interim or Spring. *Students are NOT permitted to earn more than two credit hours in Physical Education.*

Students taking more than one PHED only repeat PHED 102 Fitness - as long as the activity of focus is different for each course. In all other cases the PHED number and activity must be different.

The faculty members associated with the Department of Physical Education typically serve on the Athletics or Student Affairs staff in addition to teaching Physical Education.

Chair

Mark D. Line

Physics (PHY)

The Department of Physics offers one major with two separate tracks based on the student's intended career path. The Industry Track is intended for students who plan to attend graduate school in a field other than physics and/or plan to seek immediate employment. The Pre-Professional Track is for students who intend to enter graduate school in

preparation for a future career specifically in Physics. Either track may be augmented by the Emphasis in Computational Science (p. 47).

Students interested in pursuing an engineering degree can do through Wofford's dual degree program offered in conjunction with Clemson University and Columbia University. Additional information is located in the Pre-Professional Programs (p. 38) section of the Catalog.

Chair

G. Mackay Salley

Professors

Carolyn Martsberger
Daniel W. Welch
Steven B. Zides

Requirements for the Major in Physics

Both the Industry and Pre-Professional track require PHY 141/142 and the auxiliary courses listed below.

Prerequisites and Corequisites

| | | |
|-----------------------------|---|---|
| PHY 141 & PHY 142 | Physics for Science & Engineering I (with lab) and Physics for Science & Engineering II (with lab) | 8 |
| CHEM 123 & CHEM 124 | General Chemistry I (with lab) and General Chemistry II (with lab) | |
| MATH 181 | Calculus I | |
| MATH 182 | Calculus II | |
| MATH 212 | Vector Calculus | |
| MATH 240 | Differential Equations | |
| COSC 200-level or higher | Computer Science Requirement | |

Industry Track

The Industry Track is for students who plan to attend graduate school in a field other than Physics and those who plan immediate employment in areas such as industry, government, or public schools.

Course Requirements

| | | |
|---|---------------------------|----|
| PHY 206 | Electronics (with lab) | 4 |
| PHY 211 | Modern Physics | 3 |
| PHY 221 | Mechanics | 3 |
| PHY 311 | Contemporary Physics | 3 |
| PHY 331 | Electricity and Magnetism | 3 |
| Select nine Physics (PHY) credit hours at the 200- level or above | | 9 |
| Total Hours | | 25 |

Pre-Professional Track

This Pre-Professional Track is for students who plan to attend graduate school in Physics in preparation for a career in the field.

Course Requirements

| | | |
|---------|---------------------------|---|
| PHY 211 | Modern Physics | 3 |
| PHY 221 | Mechanics | 3 |
| PHY 331 | Electricity and Magnetism | 3 |

| | | |
|---|------------------------|----|
| PHY 441 | Theoretical Physics I | 3 |
| PHY 442 | Theoretical Physics II | 3 |
| Select twelve Physics (PHY) credit hours at the 200- level or above | | 12 |
| Total Hours | | 27 |

Physics course prerequisites require a grade of 'C' or higher in the prerequisite unless specifically noted otherwise in the course description.

Psychology (PSY)

Students majoring in Psychology may complete the Program in Neuroscience. Administered by the departments of Biology and Psychology, the program in Neuroscience is an interdisciplinary examination of the nervous system and its regulation of behavior. Completion of the program will be noted on the transcript. By carefully selecting courses, students may complete both the major in Psychology and the program in Neuroscience. Many of the required courses count toward both the major in Psychology and the program in Neuroscience.

Students majoring in Psychology can obtain an Emphasis in Computational Science (p. 47). The interdisciplinary field of computational science applies computer science and mathematics to psychology and the other sciences.

Students in the Teacher Education Program who are seeking to complete licensure requirements to teach psychology should refer to the *Teacher Education Handbook* and consult with the chairs of the Departments of Psychology and Education to review the extent to which departmental and teacher preparation requirements differ and to develop plans for meeting both.

Honors Courses and In-Course Honors

The Department of Psychology encourages its students to undertake honors work. For further information, the student is referred to the sections on Honors Courses (p. 30) and In-Course Honors (p. 30) in the *Catalog*.

Chair

Kara L. Bopp

Professors

John C. Lefebvre
Dawn E. McQuiston
Cecile M. Nowatka
David W. Pittman
Alliston K. Reid
Katherine M. Steinmetz

Requirements for the Major in Psychology

Corequisite

| | | |
|----------|------------|---|
| MATH 140 | Statistics | 3 |
|----------|------------|---|

Requirements for the Major

| | | |
|---------|---|---|
| PSY 200 | Experimental Methods (with lab) | 4 |
| PSY 220 | Abnormal Psychology | 3 |
| PSY 230 | Biological Psychology (with lab) | 4 |
| PSY 240 | Child & Adolescent Development | 3 |
| PSY 300 | Learning & Adaptive Behavior (with lab) | 4 |

| | | |
|---|-----------------------------------|----|
| PSY 310 | Cognitive Science (with lab) | 4 |
| or PSY 315 | Sensation & Perception (with lab) | |
| PSY 320 | Personality | 3 |
| or PSY 350 | Social Psychology | |
| PSY 451 | Senior Thesis I | 4 |
| or PSY 452 | Senior Thesis II | |
| Three approved Psychology (PSY) elective courses ¹ | | 9 |
| Total Hours | | 38 |

¹ Students should contact the Psychology Department Chair for the current list of approved electives.

Students who major in Psychology must meet the requirements for the general education natural science requirement for the BS degree. Thus, they are required to complete two courses (8 credit hours) of laboratory science outside the Department of Psychology. BIO 150 Biological Inquiry (with lab) and BIO 151 Biological Development (with lab) are strongly recommended.

Religion (REL)

The Department of Religion offers both a major and minor. It also participates in a number of interdisciplinary majors, minors, and programs in coordination with other departments. Religion courses are divided into specific areas: Introductory, Texts, Theology & Ethics, Traditions, Religion & Culture, Seminars, and Electives.

Honors Courses and In-Course Honors

The Department of Religion encourages its students to undertake honors work. For further information, the student is referred to the sections on Honors Courses (p. 30) and In-Course Honors (p. 30) in the *Catalog*.

Chair

A.K. Anderson

Professors

Courtney M. Dorroll
Philip C. Dorroll
Katherine J. Jones
Daniel B. Mathewson
Ronald R. Robinson
Jennifer E. Singletary

Requirements for the Major in Religion

Prerequisite and Corequisite Courses for the Major

Students are required to complete ENGL 388 (Public Speaking), and four introductory courses, one from each of the fields listed below.

| | |
|---------------------------------------|-----------------------|
| ENGL 388 | Public Speaking |
| Field I, Texts: | |
| REL 201 | The Old Testament |
| or REL 202 | The New Testament |
| Field II, Theology and Ethics: | |
| REL 220 | The Christian Faith |
| or REL 221 | Introduction to Islam |

| | |
|--|---|
| or REL 222 | Introduction to Confucianism |
| Field III, Traditions: | |
| REL 240 | Religions of the World |
| or REL 241 | Religions of the World II: The Newer Traditions |
| Field IV, Religion and Culture: | |
| REL 260 | Introduction to Religion |
| or REL 261 | Religious Pilgrimage |
| or REL 263 | Ethnography of Religion in the Middle East & North Africa |

Required Courses for the Major

| | | |
|---------------------------------------|---|---|
| Field I, Texts | | 3 |
| Select one course from the following: | | |
| REL 301 | The Historical Jesus | |
| REL 302 | In Search of Paul | |
| REL 303 | The Johannine Literature | |
| REL 310 | Lost Christianities | |
| REL 311 | Prophecy and Apocalyptic | |
| REL 312 | Israel's Poetry and Wisdom Literature | |
| REL 315 | Archeology and the Bible | |
| Field II, Theology and Ethics | | 3 |
| Select one course from the following: | | |
| REL 323 | Belief Amidst Bombshells: Western Public Religious Thought, 1900-1965 | |
| REL 324 | Contemporary Theology: 1965-Present | |
| REL 326 | History of Christian Theology: The Ecclesial/Political Relationship | |
| REL 327 | The Writings of Soren Kierkegaard | |
| REL 328 | To Hell with Dante | |
| REL 330 | Theology and the American Revolution | |
| REL 331 | Christian & Islamic Theology in Comparative Perspective | |
| Field III, Traditions | | 3 |
| Select one course from the following: | | |
| REL 351 | Political Islam | |
| REL 353 | Contemporary Islam | |
| REL 357 | Buddhist Religious Traditions | |
| REL 358 | Hindu Religious Traditions | |
| MENA 354 | Middle Eastern & North African Studies: An Area Studies Seminar | |
| Field IV, Religion and Culture | | 3 |
| Select one course from the following: | | |
| REL 361 | Fieldwork on Religion | |
| REL 362 | Ritualized Space in the Middle East | |
| REL 365 | Religion & Pop Culture | |
| REL 370 | Religious Extremism | |
| REL 373 | Religion & Law | |
| REL 375 | Cults, Sects, and New Religious Movements | |
| REL 379 | American Evangelicalism | |
| REL 474 | Theories of Religion | 3 |
| REL 475 | Senior Directed Study in Religion | 3 |

| | |
|--|-----------|
| Electives, select three additional Religion (REL) courses at the 300-or 400-level ¹ | 9 |
| Total Hours | 27 |

¹ PHIL 342 Philosophy of Religion, REL 325 Religion, Literature & the Environment *and* REL 340 Religion in the American South may also be taken to satisfy the elective requirement, but do not apply to any field requirements. MENA 354 Middle Eastern & North African Studies: An Area Studies Seminar, may also apply to the elective requirement of the Religion major.

Electives

These courses do not fulfill a field requirement, but may apply to the elective hours required for the major.

| | | |
|---------|--|--------|
| REL 280 | Selected Topics in Religion | 1 to 4 |
| REL 325 | Religion, Literature & the Environment | 3 |
| REL 340 | Religion in the American South | 3 |
| REL 380 | Special Topics in Religion | 1 to 4 |
| REL 470 | Independent Study | 1 to 3 |
| REL 480 | Advanced Topics in Religion | 1 to 4 |
| REL 500 | Honors Course | 3 |

Requirements for the Minor in Religion

| | |
|---|---|
| Introductory Courses | 9 |
| Select three courses, each of which must come from a different field. | |

Field I, Texts:

| | |
|------------|-------------------|
| REL 201 | The Old Testament |
| or REL 202 | The New Testament |

Field II, Theology and Ethics:

| | |
|------------|------------------------------|
| REL 220 | The Christian Faith |
| or REL 221 | Introduction to Islam |
| or REL 222 | Introduction to Confucianism |

Field III, Traditions:

| | |
|------------|---|
| REL 240 | Religions of the World |
| or REL 241 | Religions of the World II: The Newer Traditions |

Field IV, Religion and Culture:

| | |
|------------|---|
| REL 260 | Introduction to Religion |
| or REL 261 | Religious Pilgrimage |
| or REL 263 | Ethnography of Religion in the Middle East & North Africa |

| | |
|--|----|
| Upper Level Courses ¹ | 12 |
| Select 12 credit hours from at least two different fields. | |

Field I, Texts

| | |
|---------|---------------------------------------|
| REL 301 | The Historical Jesus |
| REL 302 | In Search of Paul |
| REL 303 | The Johannine Literature |
| REL 310 | Lost Christianities |
| REL 311 | Prophecy and Apocalyptic |
| REL 312 | Israel's Poetry and Wisdom Literature |
| REL 315 | Archeology and the Bible |

Field II, Theology and Ethics

| | |
|---------|---|
| REL 323 | Belief Amidst Bombshells: Western Public Religious Thought, 1900-1965 |
|---------|---|

| | |
|---------|---|
| REL 324 | Contemporary Theology: 1965-Present |
| REL 326 | History of Christian Theology: The Ecclesial/Political Relationship |
| REL 327 | The Writings of Soren Kierkegaard |
| REL 328 | To Hell with Dante |
| REL 330 | Theology and the American Revolution |
| REL 331 | Christian & Islamic Theology in Comparative Perspective |

Field III, Traditions

| | |
|----------|---|
| REL 351 | Political Islam |
| REL 353 | Contemporary Islam |
| REL 357 | Buddhist Religious Traditions |
| REL 358 | Hindu Religious Traditions |
| MENA 354 | Middle Eastern & North African Studies: An Area Studies Seminar |

Field IV, Religion and Culture

| | |
|---------|---|
| REL 361 | Fieldwork on Religion |
| REL 362 | Ritualized Space in the Middle East |
| REL 365 | Religion & Pop Culture |
| REL 370 | Religious Extremism |
| REL 373 | Religion & Law |
| REL 375 | Cults, Sects, and New Religious Movements |
| REL 379 | American Evangelicalism |

Total Hours 21

¹ REL 380, 470, 474, and 480 may be counted toward the minor, with permission of the chair of the department.

Sociology (SOC) & Anthropology (ANTH)

Our society is becoming more complex, ethnically and religiously more diverse, and increasingly tied economically, politically and culturally to other countries. To help students understand this new globalized world and its direct and subtly indirect influences on individuals and institutions, the Department of Sociology and Anthropology offers an interdisciplinary major that combines sociology and anthropology classes. Students may earn a major or a minor in Sociology and Anthropology. Courses in the department contribute to a number of other interdisciplinary majors, minors and programs, including African American Studies, Education, Gender Studies, Intercultural Studies and Medical Humanities. Many of the department's classes meet general education's peoples and cultures requirement.

Chair

Gerald T. Thurmond

Professors

Cynthia T. Fowler
Rhiannon A. Leebrick

Requirements for the Joint Major in Sociology and Anthropology

The major requires 30 credit hours as outlined below. It is strongly recommended that Sociology students fulfill their mathematics requirement by completing MATH 140 Statistics. Typically, students will complete SOC 450 Capstone during the spring of their senior year.

Students may apply cognate courses (courses offered outside of the Department of Sociology and Anthropology) taken at Wofford or through study abroad, with the approval of their adviser, to the Complex Problems and Critical Thinking requirement.

Students seeking to complete licensure requirements to teach social studies in secondary schools should refer to the *Teacher Education Handbook* and consult with the chairs of the Departments of Sociology & Anthropology and Education to plan for the related work they must do in History, Geography, Government and Economics.

| | | |
|--|--|----|
| Core Courses | | 6 |
| ANTH 202 | Introduction to Cultural Anthropology and Communications | |
| SOC 210 | Introduction to Sociology | |
| Social and Cultural Inquiry | | 3 |
| Select one of the following: | | |
| ANTH 300 | Ethnography | |
| SOC 330 | Social Research | |
| Social Theory | | 3 |
| SOC 340 | The Development of Sociological Theory | |
| Complex Problems and Critical Thinking | | 15 |
| Select fifteen credit hours from Sociology (SOC) and Anthropology (ANTH) courses (including at least one 300-or 400-level course from each discipline) | | |
| Capstone | | 3 |
| SOC 450 | Capstone | |
| Total Hours | | 30 |

Requirements for the Joint Minor in Sociology and Anthropology

The minor requires the completion of 15 credit hours as outlined below. Students may take SOC 450 Capstone as one of their Complex Problems and Critical Thinking requirements, if they desire.

| | | |
|---|--|----|
| Core Courses | | 6 |
| ANTH 202 | Introduction to Cultural Anthropology and Communications | |
| SOC 210 | Introduction to Sociology | |
| Complex Problems and Critical Thinking | | 9 |
| Select nine credit hours from Sociology (SOC) and Anthropology (ANTH) courses (including at least one 300-or 400-level course from each discipline) | | |
| Total Hours | | 15 |

Theatre (THEA)

The BA in Theatre is an academic and practical program that prepares graduates to be well-rounded theatre artists in a liberal arts context. The major is based on a thorough grounding in four fundamental areas

of theatre, after which students may tailor the program to suit their needs and interests: acting, directing, design, playwriting, or production management. Theatre is necessarily a collaborative and inter-disciplinary endeavor. Wofford Theatre is both a producing organization and a degree-granting program.

Students pursuing the major or minor in Theatre must take and pass an appropriate introductory-level course in Music or Art to fulfill the General Education requirement in Fine Arts. Courses taken to fulfill General Education requirements cannot also apply to the Theatre major or minor.

Chair

Mark A. Ferguson

Professors

Colleen M. Ballance

Daniel J. Day

Requirements for the Major in Theatre

| | | |
|---|------------------------------|----|
| THEA 202 | Basic Elements of Production | 3 |
| THEA 301 | Acting I | 3 |
| THEA 320 | Dramatic Theory | 3 |
| THEA 300 | Ensemble | 3 |
| THEA 350 | Stage Management Practicum | 3 |
| Select 24 additional credit hours from Groups A-C with at least two courses from each group | | 24 |

Group A

| | |
|----------|----------------|
| THEA 380 | Set Design |
| THEA 385 | Period Styles |
| THEA 390 | Costume Design |

Group B

| | |
|----------|--------------------------------------|
| ENGL 303 | English Renaissance Drama |
| ENGL 305 | Shakespeare's Comedies and Histories |
| ENGL 306 | Shakespeare's Tragedies and Romances |
| THEA 328 | Contemporary Drama |
| THEA 424 | African American Drama |
| THEA 425 | 19th Century American Drama |
| THEA 433 | Modern Drama |
| THEA 438 | Greek & Roman Drama |

Group C

| | |
|----------|----------------------|
| THEA 303 | Directing |
| THEA 304 | Movement |
| THEA 376 | Playwriting Workshop |
| THEA 401 | Acting II |
| THEA 404 | Advanced Movement |
| THEA 410 | Theatre for Youth |
| THEA 476 | Advanced Playwriting |

Total Hours 39

Additional Non-Course Requirements

Students majoring in Theatre are also required to:

1. Pass a comprehensive final exam based on the major reading list.
2. Participate in annual auditions/design presentations.

Requirements for the Minor in Theatre

Courses taken to fulfill requirements of the Theatre minor may not be used to fulfill the Fine Arts General Education requirements.

| | | |
|---|------------------------------|----|
| THEA 202 | Basic Elements of Production | 3 |
| THEA 300 | Ensemble | 1 |
| Students must take 15 credit hours from the following, with at least one from each group. | | 15 |

Group A

| | |
|----------|----------------|
| THEA 380 | Set Design |
| THEA 385 | Period Styles |
| THEA 390 | Costume Design |

Group B

| | |
|----------|--------------------------------------|
| ENGL 303 | English Renaissance Drama |
| ENGL 305 | Shakespeare's Comedies and Histories |
| ENGL 306 | Shakespeare's Tragedies and Romances |
| THEA 320 | Dramatic Theory |
| THEA 328 | Contemporary Drama |
| THEA 424 | African American Drama |
| THEA 425 | 19th Century American Drama |
| THEA 433 | Modern Drama |
| THEA 438 | Greek & Roman Drama |

Group C

| | |
|----------|----------------------|
| THEA 301 | Acting I |
| THEA 303 | Directing |
| THEA 304 | Movement |
| THEA 376 | Playwriting Workshop |
| THEA 401 | Acting II |
| THEA 404 | Advanced Movement |
| THEA 410 | Theatre for Youth |
| THEA 476 | Advanced Playwriting |

Total Hours 19

Course Descriptions

African/African Amer. Studies Courses

AAAS 448. Capstone Project: African/African American Studies. 3 Hours.

Designed by the student, the Capstone Project combines an understanding of African/African American theory with interdisciplinary study in two disciplines of the student's choice. Often the project will take the form of a traditional research paper (20-30 pages), but works of fiction or drama, field studies, multi-media presentations, or other formats are acceptable, subject to the coordinators' approval. Projects other than research papers must be accompanied by a bibliography of sources and a 5-10 page statement explaining goals, results, and research methods. Students will defend their final project before a committee of three faculty members, consisting normally of two teaching courses in the African/African American Studies program and one outside reader; these defenses will be open to the Wofford community. Permission of the coordinator is required.

Accounting Courses

ACCT 211. Accounting Principles. 3 Hours.

Introduction to the basic concepts and methodology of financial accounting, with emphasis on the analysis and recording of business data, and the preparation and use of corporate financial statements. Students majoring or minoring in Accounting or Finance must earn a grade of C or better. Offered every semester.

ACCT 220. Excel Spreadsheets & Modeling. 1 Hour.

This course introduces Microsoft Excel as a vital tool for handling accounting and finance functions. Students will learn to produce effective analytical tools that take advantage of conditional formatting, advanced formulas and macros, and charts and graphs. Students will also learn to model scenarios and manage data effectively. This course is for users with limited or intermediate background in Excel. This course does not fulfill any major or minor requirement. Offered every semester.

Prerequisite: ACCT 211 with a minimum grade of D.

ACCT 280. Selected Topics in Accounting. 1 to 4 Hours.

Selected topics in Accounting at the introductory or intermediate level. Offered on an occasional basis.

ACCT 341. Cost Accounting I. 3 Hours.

Introduction to cost accounting, with emphasis on management use of accounting data for planning, budgeting, and decision making. Offered every semester.

Prerequisite: ACCT 211 with a minimum grade of D.

ACCT 345. Accounting Information Systems. 3 Hours.

A study of the information systems which assist an organization in meeting its objectives efficiently and effectively. The course includes an overview of the purpose, design, and use of specific systems. Offered every semester.

Prerequisite: ACCT 211 with a minimum grade of C.

ACCT 351. Intermediate Accounting I. 3 Hours.

In-depth study of financial accounting theory and practice primarily related to assets. Offered every semester.

Prerequisite: ACCT 211 with a minimum grade of C.

ACCT 352. Intermediate Accounting II. 3 Hours.

In-depth study of financial accounting theory and practice primarily related to liabilities and stockholders' equity. Offered every semester.

Prerequisite: ACCT 351 with a minimum grade of C and FIN 321 with a minimum grade of D.

ACCT 411. Advanced Accounting. 3 Hours.

Study of accounting entities such as multi-national enterprises, partnerships, not-for-profit and governmental organizations, and consolidated corporations. Offered fall semester.

Prerequisite: ACCT 351 with a minimum grade of C.

ACCT 412. Auditing. 3 Hours.

Theory of auditing, using generally accepted auditing standards. Additional emphasis on practical applications of auditing techniques. Offered every semester.

Prerequisite: ACCT 351 with a minimum grade of C.

ACCT 413. Auditing II. 3 Hours.

A continued study of the theory of auditing with an emphasis on the current auditing environment; the critical role that ethics, professional judgement, and knowledge of the client's internal controls, business, and industry play in an effective audit; and the procedures and tools available to the auditor to perform an effective audit. Offered spring semester.

Prerequisite: ACCT 412 with a minimum grade of C.

ACCT 425. Income Tax Concepts & Decision Making. 3 Hours.

Theory and practice of federal income taxation of individuals and businesses, with an emphasis on decision making. Offered each semester.

Prerequisite: ACCT 211 with a minimum grade of C.

ACCT 426. Tax Concepts II. 3 Hours.

In-depth study of federal taxation as it relates to corporations, estates, partnerships, and trusts. Offered spring semester.

Prerequisite: ACCT 425 with a minimum grade of C.

ACCT 441. Cost Accounting II. 3 Hours.

A continued study of current cost accounting issues. Topics include manufacturing costs, cost accounting trends, and analysis and interpretation of managerial accounting data. Offered every semester.

Prerequisite: ACCT 341 with a minimum grade of C.

ACCT 445. Financial Statement Analysis. 3 Hours.

This course helps students understand financial statements from management, shareholder, and creditor perspectives. Students will learn how financial statements are organized, are used by managers to improve company performance, and are used by investors in valuing companies and in evaluating potential investments. Cross-listed with FIN 445. Offered every semester.

Prerequisite: FIN 321 with a minimum grade of C.

ACCT 453. Income Tax Assistance. 1 Hour.

The Volunteer Income Tax Assistance (VITA) Program is conducted in partnership with the Internal Revenue Service and the United Way of the Piedmont. After passing a series of exams administered by the IRS, certified volunteers offer free tax help to low- to moderate income individuals who are unable to prepare their own tax returns. Students will develop academic and social skills through valuable hands-on experience, and improve the economic status of VITA clients from within the Spartanburg community. Permission of instructor required. Offered spring semester.

Prerequisite: ACCT 425 with a minimum grade of D.

ACCT 470. Independent Study in Accounting. 1 to 3 Hours.

Independent study of selected topics in accounting at an advanced level. Specific topics vary from semester to semester.

ACCT 480. Advanced Topics in Accounting. 1 to 4 Hours.

Topics and credit may vary from year to year. Permission of instructor required. Offered on occasional basis.

Anthropology Courses

ANTH 201. Introduction to Archaeology and Physical Anthropology. 3 Hours.

The study of humanity from the perspective of two of the four main subfields of anthropology. Archaeology studies humankind through time, since the species' appearance in the evolutionary record until the historical era, and across the wide geographical range of hominins. Physical anthropology studies humankind as evolving from biological organisms in all of our variations stretching from the tropical to the polar regions and from pre-birth to death. Students interested in learning about the other two main subfield are invited to take ANTH 202, Introduction to Cultural Anthropology & Communications.

ANTH 202. Introduction to Cultural Anthropology and Communications. 3 Hours.

Taught in tandem with ANTH 201, this course focuses on the study of humanity from the perspective of cultural anthropology and linguistics. Successful completion of this course satisfies the Cultures and Peoples requirements for graduation.

ANTH 225. Human Ecology. 3 Hours.

An ecological approach to an examination of the relationships between natural resource bases and the human societies they support. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

ANTH 280. Selected Topics in Anthropology. 1 to 4 Hours.

Introductory-level independent research or exploration in topics not offered in the regular department courses.

ANTH 300. Ethnography. 3 Hours.

An introduction to nonquantitative methods in anthropological research, including case studies, participant observation, and unstructured interviews. Students will apply these methods in their own study of a social scene. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

ANTH 310. Ethnographic Film. 3 Hours.

This course in visual anthropology leads the student through a series of case studies about peoples around the world as they represent themselves and as they are represented by others in film and writing. To expand students' social science research skills, this course teaches students how to interpret visual documentations of culture and how to produce films. Students will explore cross-cultural patterns and differences in human societies by viewing these films about peoples from Australia, the Canadian Arctic, Papua New Guinea, New Zealand, India, Indonesia, and many other places. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

ANTH 311. Ecological Anthropology. 3 Hours.

Explores the ways people perceive and manage ecosystems using an evolutionary, comparative, and interdisciplinary approach. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

ANTH 312. Medical Anthropology. 3 Hours.

Explores understandings of health, disease, and the body using a comparative biocultural approach to examine medical systems throughout the world. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

ANTH 313. Cultures of Southeast Asia and Oceania. 3 Hours.

Explores the geographical, historical, cultural, religious, and ecological characteristics of the people of this region. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

ANTH 314. Prehistory and History of Native American Culture in the Southeast. 3 Hours.

Explores the prehistoric and historic Native American Cultures of Southeastern North America. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

ANTH 480. Advanced Topics: Anthropology. 1 to 4 Hours.

Advanced-level independent research or exploration in topics not offered in the regular department courses.

ANTH 493. Case Studies in Public Health. 3 Hours.

This course is structured by a series of case studies that contain public health principles and focus on specific public health problems, its symptoms, treatments, prevention, and solutions. Work inside and outside of class deepens the investigation of public health principles, problems, and solutions by developing questions and answers for each case study.

Prerequisite: ANTH 201 with a minimum grade of D or ANTH 202 with a minimum grade of D or ANTH 312 with a minimum grade of D or SOC 210 with a minimum grade of D.

Arabic Courses

ARBC 101. Beginning Active Arabic. 5 Hours.

This course will introduce the basic skills needed to master reading, writing, listening, and speaking Modern Standard Arabic (also known as formal Arabic, or al-fush^h, the spoken lingua franca of the Arab world and the language of written Arabic documents such as religious texts, published material such as books, newspapers and magazines; and media sources and broadcasts), as well as the Shami dialect of Arabic, spoken in Lebanon, Syria, Jordan, and Palestine. This course will provide the necessary foundation for future development in Arabic proficiency, as well as provide students with the necessary tools and proficiencies to begin to speak, read, write, and listen to Arabic both inside and outside of the classroom.

ARBC 102. Beginning Active Arabic. 5 Hours.

This course will introduce the basic skills needed to master reading, writing, listening, and speaking Modern Standard Arabic (the spoken lingua franca of the Arab world and the language of written Arabic documents, media and broadcasts), as well as the Shami dialect of Arabic, spoken in Lebanon, Syria, Jordan, and Palestine. This course will provide the necessary foundation for future development in Arabic proficiency, as well as provide students with the necessary tools and proficiencies to begin to speak, read, write, and listen to Arabic both inside and outside of the classroom.

Prerequisite: ARBC 101 with a minimum grade of D.

ARBC 280. Selected Topics in Arabic. 1 to 4 Hours.

The study of selected topics, at the introductory or intermediate level, in Arabic.

ARBC 281. Selected Topics in Arabic. 1 to 4 Hours.

The study of selected topics, at the introductory or intermediate level, in Arabic.

Art History Courses

ARTH 201. History of Western Art I. 3 Hours.

An introductory survey of Western art and its major monuments, artists, techniques, styles, and themes which encompass the art of prehistory, the Ancient World, the Middle Ages and the Renaissance.

ARTH 202. History of Western Art II. 3 Hours.

An introductory survey of Western art and its major monuments, artists, techniques, styles and themes. This course surveys the art of the Baroque and the 18th, 19th and 20th centuries.

ARTH 210. Principles & Types of Architecture. 3 Hours.

An introduction to the study of architecture through an examination of the principles that underlie architectural design and their use in outstanding historic examples of residential, religious, and civic architecture.

ARTH 220. Survey of Asian Art History. 3 Hours.

An introduction to the arts of Asia, including India, China, Japan, Korea, and Southeast Asia. This course addresses the distinctive styles, forms, and aesthetics of Asian art and their expression of Asian cultures and values. An emphasis will be placed upon indigenous traditions and transmissions of culture that motivated the creation of works of art. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

ARTH 225. Islamic Art. 3 Hours.

A survey of the art and architecture of Islamic cultures throughout the world. Emphasis in this course will be placed on understanding works of art within their social and religious contexts, including ritual use and/or cultural meaning, underlying aesthetic principles, and the social and political motivations shaping artistic production. Additional Issues addressed include the use of art to express political power and Western attitudes towards Islamic art and civilization. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

ARTH 241. African Art: Gender, Power & Life-Cycle Ritual. 3 Hours.

A survey of the arts of sub-Saharan Africa. This course examines examples of sculpture, architecture, painting, pottery, textile art, and body adornment in their religious, political, and social contexts. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

ARTH 280. Selected Topics in Art History. 1 to 4 Hours.

Selected topics in Art History at the introductory or intermediate level.

ARTH 301. Ancient & Classical Art. 3 Hours.

A study of the major developments in ancient Greek and Roman art and architecture, including a consideration of the Aegean and Etruscan cultures that preceded them. This course places objects in their cultural context, with emphasis on the use of art as a tool for political propaganda.

ARTH 302. Medieval Art. 3 Hours.

A study of the major developments in the visual arts during the Middle Ages, including the art of Constantinian Rome and Byzantium, the pre-Christian art of the North and its assimilation into the Christian tradition, the artistic expression of monasticism and pilgrimage, and the Gothic flowering of art in cathedral construction, sculpture, and manuscript illumination.

ARTH 303. Italian Renaissance Art. 3 Hours.

An examination of the arts of painting, sculpture, and architecture as practiced in Italy between 1300 and 1600, with emphasis on artistic techniques that were invented and/or perfected during this period. Topics discussed include humanism and the revival of antiquity, the changing social status of the artist, and the relation between the visual arts and literature.

ARTH 304. Baroque & Rococo Art. 3 Hours.

A study of the various individual, national, and period styles practiced during the 17th and 18th centuries, a period encompassing the artistic expression of absolute monarchy, Catholic encouragement vs. Protestant rejection of liturgical art, the foundation of academies of art, and the revelatory works of Bernini, Rubens, Velazquez, and Rembrandt.

ARTH 305. 19th-Century Art. 3 Hours.

A study of the principal styles and artists that distinguish the art produced just prior to and throughout the 19th century, seen against the background of significant cultural developments: political and industrial revolutions, the establishment of mass cultural venues such as the museum and the world's fair, the influence of music on the visual arts, and the waning influence of the academies vs. the emergent concept of the avant-garde.

ARTH 308. Art of the American South. 3 Hours.

This comprehensive survey course offers an overview of art of the American South. This course explores art of the American South from later European settlement through the present day, with the goal of exposing and understanding historical trajectories and myths as they play out in the visual arts. This seminar provides a broad overview of selected topics, including: natural history illustration; maps; architectural and decorative arts history; geographical spotlights (Charleston in particular); visual responses to war (the Civil War in particular); landscape painting; sonic approaches; photography; New Deal visual arts programs; regionalism; self-taught art and vernacular traditions; modernist impulses; and critiques and legacies of racism.

ARTH 310. 20th Century Architecture: Modernism & Post-Modernism. 3 Hours.

An exploration of the architecture of the twentieth century and the various architects, styles, and theories of design encompassed by the broad labels Modern and Post-Modern. These topics will be studied from a variety of perspectives-political, economic, social, technological, and aesthetic-in an effort to understand how recent architecture reflects the circumstances which surrounded its making and what the architects of the time tried to achieve and to express with its creation.

ARTH 321. Art of South Asia. 3 Hours.

A study of major developments in the visual arts of the Indian subcontinent from the protohistoric era through the seventeenth century. Topics discussed include the political, economic, social, and cultural conditions that shaped the direction of visual arts and architecture in South Asia. Fundamental to this course will be the meaning and symbolic content of the arts in relation to regional indigenous religious traditions, namely Hinduism, Buddhism, and Jainism. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

ARTH 322. Art of China. 3 Hours.

An examination of topics in the visual arts of China from its protohistoric river cultures to the contemporary era. This course traces the development of Chinese art in the fields of painting, sculpture, calligraphy, architecture, and ceramics. Of special interest are the functional aspects of art, whether for ritual, expressive, or propagandistic purposes, and the shifting roles of artist and patron in Chinese civilization. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

ARTH 323. Art of Japan. 3 Hours.

An examination of topics relating to the visual arts of Japan, ranging from pottery and clay technologies in the protohistoric era to developments in the manufacture of nineteenth-century multicolored woodblock prints. Issues to be addressed include the impact of cultural interactions with continental Asia, the transmission of Buddhism and Buddhist art to Japan, and the growth of indigenous aesthetics and artistic practices. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

ARTH 411. Art Historiography. 3 Hours.

An exploration of the theory and methodology of art history, intended to develop critical thinking skills, to further the student's ability to write persuasively about art, to develop research and bibliographic skills, and to cultivate an awareness of some of the approaches employed by historians of art, including biography, connoisseurship, style criticism, iconology, and feminist criticism. The test of Art Historical Proficiency will be administered as part of this course. A score of 70% or better is required for all Art History majors.

Prerequisite: ARTH 201 with a minimum grade of D or ARTH 202 with a minimum grade of D or ARTH 210 with a minimum grade of D or ARTH 220 with a minimum grade of D or ARTH 225 with a minimum grade of D or ARTH 241 with a minimum grade of D.

ARTH 412. Women in Italian Renaissance & Baroque Art. 3 Hours.

This seminar examines women as subjects, artists, viewers and patrons of art in the Renaissance and Baroque eras. Students will read, discuss, and write about a body of interconnected primary and secondary sources and develop the skill of evaluating scholarly arguments. Texts to be examined include works by Boccaccio, Petrarch, Leon Battista Alberti, Lorenzo de Medici, Baldassare Castiglione, and Giorgio Vasari.

Prerequisite: ARTH 201 with a minimum grade of D or ARTH 202 with a minimum grade of D or ARTH 210 with a minimum grade of D or ARTH 220 with a minimum grade of D or ARTH 225 with a minimum grade of D or ARTH 241 with a minimum grade of D.

ARTH 415. Empires & Antiquities. 3 Hours.

A seminar investigating the development of Asian and Islamic art history, with emphasis on the changing attitudes of Western culture and scholarship towards the arts of Asia and the Islamic world. Among major topics of the course are Orientalism, European colonialism, nationalism in the nineteen and twentieth centuries, post-colonialism, and issues surrounding the presentation and collecting of objects from Asia and the Islamic world.

Prerequisite: ARTH 201 with a minimum grade of D or ARTH 202 with a minimum grade of D or ARTH 210 with a minimum grade of D or ARTH 220 with a minimum grade of D or ARTH 225 with a minimum grade of D or ARTH 241 with a minimum grade of D.

ARTH 448. Senior Capstone in Art History. 3 Hours.

An optional capstone experience for senior majors and minors, facilitating the synthesis of knowledge and skills encountered across the major program and the completion of an extended research project. Taught in seminar format, it is strongly recommended for students intending to pursue graduate study. Open only to seniors majoring or minoring in Art History.

ARTH 470. Independent Study in Art History. 1 to 3 Hours.

Study of a specific art historical topic under the direction of a faculty member in Art History. The readings, program of research, and written work to be undertaken by the student will be determined in consultation with the instructor.

ARTH 480. Advanced Topics in Art History. 0 to 4 Hours.

Offered periodically as announced. Recent topics have included: Vincent van Gogh and Rome: A City in History. Advanced standing required.

ARTH 500. Honors Course. 3 Hours.

At the discretion of the faculty, students may undertake a six-hour independent course of study in the senior year in order to broaden their educational experience within their major area of study. Students must meet specific GPA standards and arrange a faculty sponsor. The honors course criteria are outlined in the Academic Honors portion of the catalog.

Studio Art Courses

ARTS 245. Introduction to Studio Art. 3 Hours.

A mixed media course for beginning artists or more experienced artists who wish to improve their technical expertise while broadening knowledge and appreciation of style in historical and cultural context. Design, drawing, painting, printmaking, and sculpture may be explored through lecture, critique, visual aids, and hands-on projects.

ARTS 247. Art and Earth: Materials & Methods. 3 Hours.

In this course students explore the natural and synthetic sources of studio art materials in a variety of media with an eye toward understanding the environmental impact of their sourcing, use and disposal, as well as the materials' cultural and historical context. Students will make basic art materials and engage in studio art processes using these materials. Students will create original artworks during the studio instruction and in related assignments. Attention to artists working with natural or handmade materials will be a significant focus of this course.

ARTS 250. Two-Dimensional Design. 3 Hours.

This art foundations course introduces students to fundamental aspects of visual design and develops skills and knowledge applicable to drawing, painting, and advanced work in all media. The basic elements of art - including line, shape, value, color, texture, scale, perspective, pattern, and composition - are studied so that students acquire a conceptual language useful in creating and critiquing works of art.

ARTS 251. Drawing. 3 Hours.

An introduction to the materials and techniques of drawing, including the use of charcoal, conte crayon, gouache, and pastel. Problems particular to the representation of space and mass, the handling of negative space, the use of the elements of value and texture, the representation of drapery, and the depiction of the human figure and still-life subjects will be addressed.

ARTS 252. Painting. 3 Hours.

An introduction to the materials and techniques of painting, with emphasis on color theory, pictorial organization, the representation of space and mass, and critical reflection on technical, formal, and conceptual issues. Students will paint works of art in the subject categories of still-life, landscape, portraiture, and abstraction.

ARTS 255. Digital Photography. 3 Hours.

An introduction to the basic techniques of camera use and computer processing of images toward the aim of creating successful photographs. Attention will be given to historical styles of photography and the work of noted photographers as models. Students will explore the genres of portrait, object, documentary, and nature photography.

ARTS 260. Three-Dimensional Design. 3 Hours.

An art foundations course which introduces students to fundamental aspects of 3-D design and develops skills and knowledge applicable to sculpture, ceramics, installation, and advanced work in all media. The basic elements of spatial design are taught along with an emphasis on our perceptions of mass and space in both natural and manufactured structures. Art projects and exercises are created and critiqued as students develop a conceptual language for how works of art exist in relationship to space.

ARTS 261. Introduction to Ceramics. 3 Hours.

This is an introduction to hand building and wheel throwing pottery and the application of design basics, techniques, and processes relevant to the construction of clay forms.

ARTS 280. Selected Topics in Studio Art. 1 to 4 Hours.

Selected topics in Studio Art at the introductory or intermediate level.

ARTS 351. Figure Drawing. 3 Hours.

An introduction to the discipline of figure drawing for the intermediate-level artist. Drawing skills will be developed through close observation of the skeleton and the human figure, using the nude model. Studio problems to be addressed include the handling of line, value, and space, issues of proportion and perspective, and the use of various black-and-white media in the portrayal of the human figure.

Prerequisite: ARTS 245 with a minimum grade of D or ARTS 250 with a minimum grade of D or ARTS 251 with a minimum grade of D or ARTS 252 with a minimum grade of D or ARTS 255 with a minimum grade of D or ARTS 256 with a minimum grade of D.

ARTS 352. Watercolor. 3 Hours.

Students are introduced to the specialties of watercolor painting in this project-based studio class. Proper papers, brushes, and color media, as well as a variety of fundamental techniques are explored. Some understanding of the historical development of watercolor and study of watercolor masters is included.

Prerequisite: ARTS 245 with a minimum grade of D or ARTS 250 with a minimum grade of D or ARTS 251 with a minimum grade of D or ARTS 252 with a minimum grade of D or ARTS 255 with a minimum grade of D or ARTS 260 with a minimum grade of D.

ARTS 355. Advanced Digital Photography. 3 Hours.

An advanced course in photographic image-making, focusing on manual operation of camera functions, image composition and the elements of visual form, and the use of Photoshop to optimize images in the digital darkroom. Each student must have a camera that will function in a manual operating mode.

Prerequisite: ARTS 245 with a minimum grade of D or ARTS 250 with a minimum grade of D or ARTS 251 with a minimum grade of D or ARTS 252 with a minimum grade of D or ARTS 255 with a minimum grade of D or ARTS 260 with a minimum grade of D.

ARTS 356. Printmaking. 3 Hours.

An exploration of four techniques of (non-toxic) printmaking, including relief printing, collography, carborundum printing, and screen printing. Students will complete a small edition of prints for each process; a final project will combine two or more processes.

Prerequisite: ARTS 245 with a minimum grade of D or ARTS 250 with a minimum grade of D or ARTS 251 with a minimum grade of D or ARTS 252 with a minimum grade of D or ARTS 255 with a minimum grade of D or ARTS 256 with a minimum grade of D or ARTS 260 with a minimum grade of D.

ARTS 357. Shaping Space: Environmental Art & Installation. 3 Hours.

Beginning with a study of the history of environmental art and installations, students in this studio art course will design, build, and document (photographs, video, writing, etc.) original works of art intended to shape the experience of both interior and exterior spaces. Participants will be expected to participate actively in discussions about the implications of transforming public spaces, the social responsibility of the artist, and the role of art in the public domain. Natural, urban, and interior sites will be used. Collaborations involving sound, music, and staged actions will be encouraged. Pre-requisite: 200-level ARTS course.

Prerequisite: ARTS 245 with a minimum grade of D or ARTS 250 with a minimum grade of D or ARTS 251 with a minimum grade of D or ARTS 252 with a minimum grade of D or ARTS 255 with a minimum grade of D.

ARTS 448. Senior Capstone in Studio Art. 3 Hours.

Provides the opportunity for students to propose, create, and present a solo exhibition of original studio artwork. Designed for students completing the Studio Art concentration within the Art History major, this course culminates with the presentation of a body of work that synthesizes methods, techniques, and interests developed in Studio Art courses with material mastered in Art History course work. Permission of the instructor required.

ARTS 470. Independent Study in Studio Art. 1 to 3 Hours.

A study of a specific studio art topic under the direction of a faculty member in Studio Art. The readings, program of research, written work, and art making processes to be undertaken by the student will be determined in consultation with the instructor. Permission of instructor required.

ARTS 480. Advanced Topics in Studio Art. 1 to 4 Hours.

The study of selected topics at the advanced level. Permission of instructor required.

ARTS 500. Honors Course. 3 Hours.

At the discretion of the faculty, students may undertake a six-hour independent course of study in the senior year in order to broaden their educational experience within their major area of study. Students must meet specific GPA standards and arrange a faculty sponsor. The honors course criteria are outlined in the Academic Honors portion of the catalog.

Biology Courses

BIO 104. Biology: Concepts & Methods (with lab). 4 Hours.

Study of topics selected to introduce students to basic concepts in biology and to the scientific method. Does not count toward a major in Biology or toward science requirements for the B.S. degree.

BIO 150. Biological Inquiry (with lab). 4 Hours.

Students in Biology 150 will advance their knowledge of biology (from the ecosystem level to the molecular level), learn and practice skills essential to biological inquiry, and integrate scientific ways of knowing into their development as liberally educated, engaged citizens. Individually and in teams, students will work with research organisms commonly used in the discipline, read the primary literature, and develop their observational and analytical, and quantitative (especially statistical) skills. Students will also develop oral and written communication skills through informal discussions, oral presentations, and written reports of their experimental work, which will benefit from the peer-review process.

BIO 151. Biological Development (with lab). 4 Hours.

An introduction to the multi-dimensional nature of structure, function, and timing of development and evolution in plants and animals. Building upon skills from BIO 150, Biological Inquiry, students will study the development of model organisms typically used in research. They will continue to develop the observational, analytical, and presentation skills necessary to be active participants in a scientific community. In addition, they will continue their development as liberally educated, engaged citizens.

Prerequisite: BIO 150 with a minimum grade of D.

BIO 112. Introduction to Genetics & Molecular Biology (with lab). 4 Hours.

Study of heredity and the roles of DNA and other macromolecules in the function of cells and organisms. This course will focus on inheritance at biochemical, organismal, and population levels. The laboratory portion of this course includes classic genetic crosses using model organisms (e.g., fruit flies), molecular techniques to analyze DNA, and bioinformatic analysis of DNA sequences. Lab reports will be used to assess students' understanding of the laboratory exercises.

Prerequisite: BIO 151 with a minimum grade of D.

BIO 214. Introduction to Cellular Biology (with lab). 4 Hours.

Study of biochemical, metabolic, structural & functional aspects of cells & cellular systems. The lab consists of modules introducing quantitative and qualitative data collection techniques, open-ended research projects to test student-generated hypotheses, and written and/or oral scientific presentations.

Prerequisite: BIO 212 with a minimum grade of C.

BIO 241. Introduction to Biostatistics. 3 Hours.

General introduction to statistical procedures in the Biological Sciences. Topics include: describing and displaying data, descriptive statistics, sampling distributions, experimental design, hypothesis testing, categorical data analysis, ANOVA, and linear regression analysis. Students will use the statistical software package JMP to analyze data from studies in ecology, evolutionary biology, medicine and genetics.

Prerequisite: (BIO 150 with a minimum grade of D and BIO 151 with a minimum grade of D) or ENVS 203 with a minimum grade of D.

BIO 250. Introduction to Research. 0 to 4 Hours.

Projects designed to introduce students to research and to critical reading of original research.

BIO 275. Introduction to Bioinformatics. 3 Hours.

An introduction to the basic computational methods used to analyze biological data with an emphasis on algorithms used in genomics. Other topics may include methods for storage, retrieval, analysis, and display of biological data.

Prerequisite: BIO 212 with a minimum grade of D and COSC 235 with a minimum grade of D.

BIO 280. Selected Topics in Biology. 1 to 4 Hours.

Selected topics in Biology at the introductory or intermediate level. Courses with this designation are typically newly designed and are being explored for possible adoption as a regular addition to the curriculum.

BIO 301. Medical Terminology. 1 Hour.

This course is designed to fill the requirement of many "allied health" graduate schools for a course in medical terminology. This will be a guided self study. Each week a chapter of the textbook will be assigned, and there will be a 50' quiz at the following class meeting.

Prerequisite: BIO 342 with a minimum grade of D.

BIO 303. Introduction to Public Health. 3 Hours.

Effective public health systems require the application of biological knowledge to prevent and treat disease and improve the health of communities. In this course students will study the disciplinary foundations of public health and epidemiology. Then, using real examples and cases involving infectious and chronic diseases, students will investigate the biological and social factors that affect the health of human communities from the local to global levels.

Prerequisite: BIO 150 with a minimum grade of D and BIO 151 with a minimum grade of D.

BIO 305. Conservation Biology. 3 Hours.

This course will provide an introduction to the discipline of conservation biology. Topics covered will include patterns of biodiversity and extinction, threats to biodiversity, biological principles guiding conservation, and strategies for protecting and restoring biodiversity.

Prerequisite: (BIO 150 with a minimum grade of D and BIO 151 with a minimum grade of D) or ENVS 203 with a minimum grade of D.

BIO 310. Seminar in Ecology and Evolutionary Biology. 3 Hours.

This seminar is designed to refine and extend student fluency (both verbal and written) in evolutionary and ecological topics and techniques through the dissection and discussion of research papers.

Prerequisite: BIO 214 with a minimum grade of D.

BIO 311. Seminar in Genetics and Genomics. 3 Hours.

Designed to refine and extend student fluency (both verbal and written) in current genetics and genomics topics and techniques through critical reading and analysis of primary research articles.

Prerequisite: BIO 214 with a minimum grade of D.

BIO 313. Plants & Ecosystems. 3 Hours.

Designed for students interested in plants and the environment. Study of the structure and function of vascular plants, with an emphasis on flowering plants. Also, an introduction to major ecological principles, especially species-species interactions, community ecology, and ecosystem ecology. Special emphasis on how plants benefit humans and on sustainability.

Prerequisite: BIO 214 with a minimum grade of D.

BIO 314. Plant & Ecosystems (with lab). 4 Hours.

Identical to BIO 313 with a lab component.

Prerequisite: BIO 214 with a minimum grade of D.

BIO 322. Biology of the Vertebrates. 3 Hours.

This course explores the biology, natural history and diversity of vertebrates, and the evolution of form and function within this group.

Prerequisite: (BIO 150 with a minimum grade of D and BIO 151 with a minimum grade of D) or (BIO 150 with a minimum grade of D and ENVS 203 with a minimum grade of D).

BIO 323. Biology of the Vertebrates (with lab). 4 Hours.

Identical to BIO 322 with a lab component that focuses on developing and conducting an original research project centered on vertebrate biology. Over the course of the semester students will gain experience in preparing a primary literature review, producing a grant proposal, learn sound experimental design and data analysis, conduct an original research project, and prepare results for written and oral presentation.

Prerequisite: (BIO 150 with a minimum grade of D and BIO 151 with a minimum grade of D) or (BIO 150 with a minimum grade of D and ENVS 203 with a minimum grade of D).

BIO 324. Microbiology (with lab). 4 Hours.

Study of the biology of microorganisms, with emphasis on bacteria and viruses. Laboratory work includes techniques for handling, culturing and identifying bacteria, identification of unknown bacterial species and development of epidemiological models for the spread of infectious diseases.

Prerequisite: BIO 214 with a minimum grade of D.

BIO 331. Developmental Biology. 3 Hours.

Study of the biological mechanisms driving organismal development, the process by which complex organisms are formed from single cells. Includes a description of early embryonic development from fertilization through formation of the nervous system.

Prerequisite: BIO 214 with a minimum grade of D.

BIO 332. Developmental Biology (with lab). 4 Hours.

Identical to BIO 331 but has a laboratory component. that focuses on a research project in which students explore the recent literature and practice the laboratory techniques used in this field.

Prerequisite: BIO 214 with a minimum grade of D.

BIO 333. Nutrition. 3 Hours.

An integrated overview of nutrition to include the physiology of digestion and absorption, basic nutrients and their utilization, vitamins and minerals, additives, healthy diets and lifestyle, cultural and social influences on diet, weight control and life-cycle nutrition.

Prerequisite: BIO 214 with a minimum grade of D.

BIO 342. Human Physiology (with lab). 4 Hours.

Study of the concepts of physiology with emphasis on negative feedback mechanisms responsible for homeostasis in humans. In lab, physiological phenomena such as nerve conduction velocity, muscle properties, electrocardiograms, pulmonary function tests, and urinalysis are recorded and analyzed from live animals and human subjects. Case studies are also integrated into the laboratory experience.

Prerequisite: BIO 214 with a minimum grade of D.

BIO 344. Mammalian Histology (with lab). 4 Hours.

Microscopic study of the cellular structure of tissues and organs. In lab, students examine prepared microscope slides while consulting their text-atlas before reviewing digital images of histological material. Learning in this course is greatly enhanced by student-organized group study outside the regularly-schedule class meetings and lab sessions.

Prerequisite: BIO 342 with a minimum grade of D.

BIO 351. Research Methods & Communication, Neurobiology (with lab). 4 Hours.

Projects designed to engage students in original neurobiological research, in critical reading of published research, and in oral and written communication of research findings leading to possible conference presentation and publication.

Prerequisite: BIO 214 with a minimum grade of D.

BIO 352. Research Methods & Communication, Ecology & Evolution (with lab). 4 Hours.

Projects designed to engage students in research methods in critical reading of the primary literature, and in oral and written communication of original research in this topic area.

Prerequisite: BIO 214 with a minimum grade of D.

BIO 353. Research Methods & Communication, Organismal Biology (with lab). 4 Hours.

Projects designed to engage students in research methods, in critical reading of the primary literature, and in oral and written communication of original research in this topic area.

Prerequisite: BIO 214 with a minimum grade of D.

BIO 354. Research Methods & Communication, Genetics & Genomics (with lab). 4 Hours.

Projects designed to engage students in research methods, in critical reading of the primary literature, and in oral and written communication of original research in this topic area.

Prerequisite: BIO 212 with a minimum grade of D and BIO 214 with a minimum grade of D.

BIO 355. Research Methods & Communications, Cell & Molecular Biology (with lab). 4 Hours.

Projects designed to engage students in research methods, in critical reading of the primary literature, and in oral and written communication of original research in this topic area.

Prerequisite: BIO 214 with a minimum grade of D.

BIO 360. Current Topics in Biology. 3 Hours.

An in-depth examination of selected topics, considered from biological, historical, philosophical and sociopolitical perspectives. Possible topics include: human embryonic stem cell research, AIDS, the environment, eugenics and human genetics, human experimentation, teaching evolution, emerging viruses, psychotropic drugs, world population, international public health, and biological warfare.

Prerequisite: BIO 212 with a minimum grade of D.

BIO 370. Field Biology (with lab). 4 Hours.

Introduction to the identification and natural history of arthropods, animals and selected groups of non-vascular "plants." Lecture emphasis is on the identification of specimens using dichotomous keys and other print/web resources. During the laboratory time, students are typically in the field practicing the skills to identify organism by sight recognition.

Prerequisite: BIO 150 with a minimum grade of D and BIO 151 with a minimum grade of D.

BIO 372. Field Botany (with lab). 4 Hours.

Introduction to the vascular plants and plant communities of South Carolina, including ecology and natural history, use of dichotomous keys in identification, and field recognition of plants and plant communities.

Prerequisite: BIO 150 with a minimum grade of D and BIO 151 with a minimum grade of D.

BIO 382. Ecology (with lab). 4 Hours.

Scientific study of the interactions that determine the distribution and abundance of living organisms. Ecological principles are discussed at the level of the organism, the population, the community, and the ecosystem. Students explore the current research literature in ecology and complete a team-designed research project and a report.

Prerequisite: BIO 150 with a minimum grade of D and (BIO 151 with a minimum grade of D or ENVS 203 with a minimum grade of D).

BIO 383. Ecotoxicology. 3 Hours.

Ecotoxicology examines the effect of environmental contaminants on individuals, populations, communities, and ecosystems. The course also examines how special interests influence toxicological issues facing the nation and world today and in the future.

Prerequisite: BIO 214 with a minimum grade of D.

BIO 385. Marine Biology. 3 Hours.

The course explores the physical and biological components of marine ecosystems with an emphasis on the diversity of organisms and their ecological adaptations to the sea. The course also examines issues that significantly impact the environmental and ecological stability of ocean communities.

Prerequisite: BIO 150 with a minimum grade of D and (BIO 151 with a minimum grade of D or ENVS 203 with a minimum grade of D).

BIO 386. Freshwater Biology (with lab). 4 Hours.

The course explores the physical attributes and biological communities of freshwater ecosystems. It also examines how and why many freshwater systems may be over-exploited and ill-used and the subsequent impact on our water resources. Lab includes travel to explore local/regional streams and lakes.

Prerequisite: BIO 150 with a minimum grade of D and (BIO 151 with a minimum grade of D or ENVS 203 with a minimum grade of D).

BIO 391. Animal Behavior. 3 Hours.

Students will explore the diverse science of animal behavior. Students will examine research studies and theories that attempt to answer the ultimate evolutionary causes of animal behavior, which unify the whole field of ethology. This exploration will extend to the internal mechanisms (such as genes and hormones) that influence the expression of behavior as animals respond to complex, environmental stimuli.

Prerequisite: BIO 214 with a minimum grade of D.

BIO 392. Animal Behavior (with lab). 4 Hours.

Identical to BIO 391 with a lab component in which students will apply the methods of ethology in field and laboratory conditions and conduct an original research project centered on animal behavior.

Prerequisite: BIO 214 with a minimum grade of D.

BIO 399. Evolution. 3 Hours.

Introduction to the facts and theories of biological evolution. Topics include a historical overview, the evidence for evolution, adaptation and natural selection, the evolution of diversity, the fossil record, extinction, evo-devo, genomics, and evolutionary genetics.

Prerequisite: BIO 214 with a minimum grade of D.

BIO 421. Human Genetics Seminar (with lab). 4 Hours.

The study of genes and their function, concentrating on human genes and genetics. The lab portion will include both bioinformatics, and a student-led seminar which analyzes and presents current scientific literature relating to human genetics.

Prerequisite: BIO 214 with a minimum grade of D.

BIO 423. Immunology. 3 Hours.

A concise but comprehensive and up-to-date introduction to the mechanisms of immune system function. The course concentrates on the mammalian immune system and includes case studies of immunological disorders.

Prerequisite: BIO 214 with a minimum grade of D.

BIO 424. Immunology (with lab). 4 Hours.

Identical to BIO 423 with a laboratory component through which students practice the research techniques used in this field.

Prerequisite: BIO 214 with a minimum grade of D.

BIO 433. Cellular Biochemistry. 3 Hours.

Study of the mechanisms of life on the cellular level. Topics may include cell metabolism, enzyme mechanisms and regulation, cell-cell communication, and errors of metabolism. Special attention will be focused on applications of biochemistry to health and disease.

Prerequisite: BIO 214 with a minimum grade of D.

BIO 436. Molecular Biology & Genomics (with lab). 4 Hours.

Study of the mechanisms of life on the molecular level, as well as the use of large computer databases of DNA sequence data to study those mechanisms. In the laboratory, students will use modern technologies including PCR and DNA sequencing. The laboratory will also include bioinformatics tools to analyze DNA.

Prerequisite: BIO 214 with a minimum grade of D and CHEM 203 with a minimum grade of D.

BIO 440. Comparative & Human Anatomy (with lab). 4 Hours.

A system-by-system approach to understanding vertebrate anatomy and evolution. Human anatomy is studied in detail and students explore is compared to cat and the anatomy of representative 'ancestral vertebrates' with a focus on evolutionary and developmental origins of structures'. Laboratory and classroom activities include model construction, extensive dissection, and comparative morphology of extant species. Students also explore current research in this field.

Prerequisite: BIO 342 with a minimum grade of D.

BIO 445. Neurobiology. 3 Hours.

Study of the structure and function of the nervous system from subcellular to systems levels with emphasis on the experimental foundation of modern principles.

Prerequisite: BIO 214 with a minimum grade of D.

BIO 446. Neurobiology (with lab). 4 Hours.

Identical to Biology 445 with a laboratory component. The lab includes cellular and physiological studies using fly larvae as a model system, comparative anatomical studies using sheep brain as a model, and student generated hypothesis testing in the areas of sensation and perception, learning, and /or cognition. Students also explore complimentary research in this field, and assessments include written and oral presentations of their work.

Prerequisite: BIO 214 with a minimum grade of D.

BIO 447. Cellular Neurobiology. 3 Hours.

Study of the structure and function of the nervous system emphasizing the subcellular, electrochemical, and signaling properties of neurons that establish the foundation for functional neural circuits and neuronal plasticity. This course places special emphasis on the experimental foundation of modern principles.

Prerequisite: BIO 214 with a minimum grade of D.

BIO 448. Systems Neurobiology. 3 Hours.

Study of the structure, function, and anatomical organization of neural circuits comprising the sensory and motor circuits of the nervous system with special emphasis on sensory/ motor integration leading to behavior and cognition. This course places special emphasis on the experimental foundation of modern principles.

Prerequisite: BIO 214 with a minimum grade of D.

BIO 449. Cancer Biology. 3 Hours.

This course studies the fastest growing and changing field in biology and medicine today: Oncology. We will study the function of cancer cells in depth and learn about the advances in molecular biology, genomics, cell biology and immunology that are revolutionizing the clinical battle against the myriad forms of cancer.

Prerequisite: BIO 214 with a minimum grade of D.

BIO 450. Research. 1 to 4 Hours.

Original research in an area of student's interest.

Prerequisite: BIO 250 with a minimum grade of D.

BIO 480. Advanced Topics in Biology. 0 to 4 Hours.

Selected topics in Biology at the advanced level. Courses with this designation are typically newly designed and are being explored for possible adoption as a regular addition to the curriculum.

Prerequisite: BIO 214 with a minimum grade of D.

BIO 491. Case Studies In Human Disease. 3 Hours.

A survey of all of the broad disease categories: genetic and congenital abnormalities, inflammatory/autoimmune diseases, environmentally linked diseases, forensic pathology, infectious disease, and neoplasia/cancer. Discussion of case studies will be used to reinforce disease concepts.

Prerequisite: BIO 214 with a minimum grade of D.

BIO 493. Case Studies in Public Health. 3 Hours.

Using a case study format and self-directed learning, students in this course will consider important local, national, and international public health issues. Community and or campus service projects may be incorporated.

Prerequisite: BIO 214 with a minimum grade of D.

BIO 495. Case Studies in Biomedicine. 3 Hours.

Study of the biology of human disease through patient-oriented problem solving and self-directed learning under the guidance of a mentoring physician. Discussions of readings on medically related topics (e.g., art of diagnosis, impact of technology on medicine, mortality and medicine) and a patient-interview exercise complement the case studies sessions.

Prerequisite: BIO 214 with a minimum grade of D.

BIO 497. Case Studies in Environmental Issues. 3 Hours.

The course challenges students to consider environmental issues that confront us locally, nationally and globally. A case study format will be used to provide students with a practical approach to environmental problems.

Prerequisite: BIO 214 with a minimum grade of D or ENVS 203 with a minimum grade of D.

BIO 500. Honors Course. 3 Hours.

At the discretion of the faculty, students may undertake a six-hour independent course of study in the senior year in order to broaden their educational experience within their major area of study. Students must meet specific GPA standards and arrange a faculty sponsor. The honors course criteria are outlined in the Academic Honors portion of the catalog.

Prerequisite: BIO 214 with a minimum grade of D.

Business Courses

BUS 210. Personal Finance. 3 Hours.

This course focuses on managing money on the personal, that is, individual or household, level. It is a broad introductory course covering banking, taxes, credit, insurance and investing. This course does not satisfy any major or minor requirements for Accounting or Finance nor does it satisfy any requirements for the Business minor. Offered every semester.

BUS 280. Selected Topics in Business. 1 to 4 Hours.

A study of selected topics in business at an intermediate level. Offered on an occasional basis.

BUS 301. Leadership - In Business & Beyond. 3 Hours.

Leadership occurs in all areas of human activity - business, the military, government, church, science, politics, education, the arts, and more. The mission statement of Wofford College specifies leadership as one of the means by which our students should be prepared "...for extraordinary and positive contributions to society." The promise of this course is that students who master the model presented will become leaders who exercise leadership effectively as their natural self-expression. The educational philosophy of the course is that students must first learn about leader and leadership, and then seamlessly integrate them into their lives. Offered every semester.

BUS 331. Management. 3 Hours.

A study of management topics such as performance, worker productivity, social responsibilities, managerial skills, organizational theory, and strategy. Both historical and contemporary examples are used to illustrate important concepts. This course is writing intensive and also will require each student to make an oral presentation on an assigned management topic. Offered every semester.

BUS 338. Marketing. 3 Hours.

A study of basic marketing concepts. Topics include product, price, promotion and distribution strategies, and analysis of market information and buying behavior. Offered every semester.

BUS 339. Consumer Behavior. 3 Hours.

Concepts, methods, and models used in understanding, explaining, and predicting consumer motivation and behavior. Implications for influencing decisions are highlighted. Offered fall semester.

BUS 340. Marketing Research. 3 Hours.

A study of the application of the scientific method and analysis to marketing phenomena. Offered spring semester.

BUS 347. Entrepreneurship and Small Business Management. 3 Hours.

An introduction to entrepreneurship and the unique requirements of managing a small business enterprise. For-profit, not-for-profit, educational, social entrepreneurship and small business management are discussed. The key concepts to be covered in this course are entrepreneurial perspectives, idea generation, opportunities, venture funding and financing alternatives, marketing and advertising methods, and launch of the new venture. An important feature of the course is the creation of a business plan by students. The course will be communications-intensive through class discussions, writing assignments, and formal presentations. Offered annually.

Prerequisite: ACCT 211 with a minimum grade of D and FIN 321 with a minimum grade of D.

BUS 350. Business and the Environment: The Sustainable Enterprise. 3 Hours.

Appropriate for all majors, this course will explore how environmental issues, especially climate change, are not only serious societal challenges but are becoming major business and market issues. We will discuss how an active role by business is critical to addressing global environmental challenges and how creative enterprises are pursuing new business opportunities linked to environmental products and initiatives. Offered annually.

BUS 380. Selected Topics in Business. 1 to 4 Hours.

Selected topics in business at the intermediate level. Specific topics vary from semester to semester.

BUS 470. Independent Study in Business. 1 to 3 Hours.

Independent study of selected topics in business at an advanced level. Specific topics vary from semester to semester.

BUS 480. Advanced Topics in Business. 1 to 4 Hours.

Topics and credit may vary from year to year. Permission of instructor required. Offered on occasional basis.

Chemistry Courses

CHEM 104. Chemistry: Concepts & Methods (with lab). 4 Hours.

A study of topics selected to introduce students to basic concepts in chemistry and to the scientific method. Does not count toward a major in Chemistry or toward science requirements for the B.S. degree.

CHEM 123. General Chemistry I (with lab). 4 Hours.

A thorough treatment of the fundamentals of chemistry from a strictly modern point of view.

CHEM 124. General Chemistry II (with lab). 4 Hours.

A continuation of CHEM 123 in analyzing the fundamentals of chemistry from a strictly modern point of view.

Prerequisite: CHEM 123 with a minimum grade of C.

CHEM 203. Organic Chemistry I (with lab). 1 or 3 Hours.

A study of the major classes of organic compounds, with emphasis on structure and mechanisms. The lab portion will emphasize laboratory set-ups, distillation, extraction, recrystallization, chromatographic separations, and spectroscopic analysis (particular attention will be paid to simple IR and NMR analysis).

Prerequisite: CHEM 124 with a minimum grade of C.

CHEM 204. Organic Chemistry II (with lab). 1 or 3 Hours.

A continuation of CHEM 203 in studying the major classes of organic compounds, with emphasis on structure and mechanisms. The lab portion will emphasize laboratory set-ups, distillation, extraction, recrystallization, chromatographic separations, and spectroscopic analysis (particular attention will be paid to simple IR and NMR analysis).

Prerequisite: CHEM 203 with a minimum grade of C.

CHEM 214. Introductory Analytical Chemistry (with lab). 1 or 3 Hours.

Fundamental theories and techniques of quantitative chemical analysis. The lab portion focuses on the application of classical procedures for specific determinations. It includes volumetric, gravimetric, and common electroanalytical chemistry techniques.

Prerequisite: CHEM 124 with a minimum grade of C.

CHEM 224. Environmental Chemistry (with lab). 1 or 3 Hours.

This course provides an introduction to aquatic, soil and atmospheric chemistry processes that effect local and global ecology, with an emphasis on the effects on humans.

Prerequisite: CHEM 124 with a minimum grade of C.

CHEM 250. Introduction to Research. 1 Hour.

Elementary investigations in chemistry for students who wish to begin research early in their undergraduate studies. A student may earn a maximum of 4 semester hours in Chemistry 250.

Prerequisite: CHEM 124 with a minimum grade of C.

CHEM 280. Selected Topics in Chemistry. 1 to 4 Hours.

Group or individual study of selected topics in chemistry at an intermediate level. Intended for non-chemists as well as students majoring in Chemistry. Specific topics vary with student interest and are announced one semester in advance.

CHEM 308. Biotechnology (with lab). 1 or 3 Hours.

This course is designed to provide knowledge and skills of biochemical processes and their application to industrial chemistry and microbiology. The lab exercises in this course have been selected to provide practical experience in biochemical processes and their application to industrial chemistry, microbiology, and use of microorganisms for biological synthesis.

Prerequisite: CHEM 204 with a minimum grade of D.

CHEM 309. Biochemistry (with lab). 1 or 3 Hours.

A rigorous introduction to modern biochemistry with an emphasis on the molecular basis of cellular structure and biological function. A thorough treatment of physicochemical properties of informational macromolecules is employed to provide a sound basis for the study of bioenergetics and metabolic organization. The lab exercises provide experience in protein chemistry and in chromatographic and electrophoretic separation, and emphasizes the basic principles of biochemistry.

Prerequisite: CHEM 204 with a minimum grade of D.

CHEM 313. Physical Chemistry I (with lab). 1 or 3 Hours.

A study of the laws and theories of thermodynamics applied to chemical systems presented from a modern perspective. Theories describe the behavior of energy, heat, work; entropy; reaction spontaneity and equilibrium; equations of state; and phase diagrams. The lab portion studies chemical kinetics using both modern experimental techniques and computer-aided calculations and simulations. Also emphasized is understanding the measurements of chemical reaction rates, from both theoretical and experimental perspectives, while focusing on methods for statistical treatment of experimental data.

Prerequisite: CHEM 214 with a minimum grade of D and (PHY 122 with a minimum grade of D or PHY 142 with a minimum grade of D) and MATH 182 with a minimum grade of D.

CHEM 314. Physical Chemistry II (with lab). 1 or 3 Hours.

An introduction to quantum chemistry focusing on the postulates and models of quantum mechanics as they apply to atoms and molecules. The laboratory engages in an experimental study of selected aspects of physical chemistry, with emphasis on experimentation relevant to the field of quantum chemistry. Topics include laser operation, optical spectroscopy, and quantum computational methods.

Prerequisite: MATH 182 with a minimum grade of D and (PHY 142 with a minimum grade of D or PHY 122 with a minimum grade of D).

CHEM 323. Inorganic Chemistry (with lab). 1 or 3 Hours.

A survey of inorganic chemistry with emphasis on the periodicity of the elements and development of the modern theories of the relationships of chemical behavior and structure. This laboratory component focuses on the synthesis and characterization of organometallic, coordination, bioorganic, and solid state compounds, including inert atmosphere techniques, vibrational spectroscopy, NMR spectroscopy, and electrochemistry.

Prerequisite: CHEM 124 with a minimum grade of C.

CHEM 360. Chemical Information & Seminar. 1 Hour.

Both an introduction to the retrieval of information from on-line databases in chemistry and a seminar course discussing current topics in chemistry through the examination of the primary literature of chemistry in combination with seminars presented by outside speakers and students enrolled in the course. The goal of the course is to provide students with the tools, including the computer skills, necessary to conduct independent literature searches for courses and research and to also learn how to make effective computer-assisted presentations.

Prerequisite: CHEM 204 with a minimum grade of D.

CHEM 361. Chemistry Seminar I. 1 Hour.

A seminar course discussing current topics in chemistry through the examination of the primary literature of chemistry in combination with seminars presented by outside speakers and students enrolled in the course. This course is designed to be taken in the junior or senior year after the completion of General Chemistry, Organic Chemistry, and while enrolled in upper level chemistry courses.

Prerequisite: CHEM 204 with a minimum grade of D.

CHEM 409. Advanced Biochemistry. 2 Hours.

This course is designed to provide detailed and in-depth study of selected topics in biochemistry. The emphasis is to familiarize students with specific metabolic pathways and their regulations, hormones, nutrients, abnormal biochemical reactions in human disease and the theory and practice of X-ray crystallography as it applies to studying the 3D structure of macromolecules.

Prerequisite: CHEM 309 with a minimum grade of C.

CHEM 411. Instrumental Analysis (with lab). 1 or 3 Hours.

A study of the theories employed in analytical instrumentation. The application of instruments for methods in absorption and emission spectroscopy, gas chromatography, mass spectroscopy, radioisotopes, electrometric measurements, and separations will be emphasized. The lab is the practical application of instrumental procedures for specific determinations. It includes gas chromatography, mass spectroscopy, UV-Vis spectroscopy, IR spectroscopy, electrometric measurements, and thermal analysis.

Prerequisite: CHEM 214 with a minimum grade of C or CHEM 224 with a minimum grade of C.

CHEM 421. Advanced Organic Chemistry (with lab). 1 or 3 Hours.

A study of the structure, synthesis, and behavior of organic compounds based on electronic structure. Concepts learned in basic organic will be extrapolated to more modern approaches to organic chemistry. The lab is designed to provide the student with a thorough introduction to the experimental techniques utilized by practicing chemists in the synthesis, isolation, and characterization of organic compounds.

Prerequisite: CHEM 204 with a minimum grade of C.

CHEM 422. Organic Spectroscopy. 2 Hours.

The course is designed for students that wish to pursue a graduate degree in chemistry. The topics will focus on spectroscopic techniques and interpretation that are used in the field of organic chemistry in research and development as well as manufacturing.

Prerequisite: CHEM 204 with a minimum grade of C.

CHEM 423. Advanced Organic Chemistry: Kinetics, Mechanisms & Heterocycles. 3 Hours.

A survey of specific topics within organic chemistry. Topics include an introduction to the kinetics of organic reactions and how the application of kinetic studies relates to the elucidation of organic mechanisms. The fundamentals of organic mechanisms are then used as the foundation to introduce concepts in heterocyclic chemistry.

Prerequisite: CHEM 204 with a minimum grade of C.

CHEM 425. Industrial Chemistry. 2 Hours.

Designed for students that are pursuing a career in industrial chemistry, this course will teach students about scale-up techniques to take viable products from the laboratory scale to the industrial manufacturing scale. Students will visit local companies to learn about plant equipment and design.

Prerequisite: CHEM 204 with a minimum grade of C.

Corequisite: CHEM 423.

CHEM 450. Senior Research. 1 to 4 Hours.

Guided original research in the field of a student's interest. Introduction to basic principles of library and laboratory research leading to a solution of the problem and a written report. A student may earn a maximum of four semester hours in Chemistry 450. Permission of instructor and Department Chair required.

CHEM 480. Advanced Topics in Chemistry. 1 to 4 Hours.

Group or individual study of special topics in chemistry at an advanced level. Topics vary with student interest, but are selected from an advanced area of analytical, organic, inorganic, physical, or biochemistry, and are announced one semester in advance.

CHEM 500. Honors Course. 3 Hours.

At the discretion of the faculty, students may undertake a six-hour independent course of study in the senior year in order to broaden their educational experience within their major area of study. Students must meet specific GPA standards and arrange a faculty sponsor. The honors course criteria are outlined in the Academic Honors portion of the catalog.

Chinese Courses

CHIN 101. Beginning Active Chinese. 5 Hours.

These beginning level Chinese courses are intended to enable students to develop good pronunciation in speaking Mandarin Chinese (putonghua or guoyu), to exchange information in simple but accurate Chinese on some basic topics (greetings, personal introductions, personal daily activities), to have a good command of some basic radicals as well as some commonly used Chinese characters. Also, Beginning Active Chinese hopes to cultivate students' interest in Chinese language and culture and lay a solid foundation for further study in Chinese.

CHIN 102. Beginning Active Chinese. 5 Hours.

These beginning level Chinese courses are intended to enable students to develop good pronunciation in speaking Mandarin Chinese (putonghua or guoyu), to exchange information in simple but accurate Chinese on some basic topics (greetings, personal introductions, personal daily activities), to have a good command of some basic radicals as well as some commonly used Chinese characters. Also, Beginning Active Chinese hopes to cultivate students' interest in Chinese language and culture and lay a solid foundation for further study in Chinese.

CHIN 201. Low Intermediate Chinese. 5 Hours.

The intermediate level Chinese courses are to enhance command of the basic structures and vocabulary, to increase ability to communicate in Chinese both in speaking and writing, and to further develop interest in the Chinese language and culture.

Prerequisite: CHIN 102 with a minimum grade of C-.

CHIN 202. Low Intermediate Chinese. 5 Hours.

The intermediate level Chinese courses are to enhance command of the basic structures and vocabulary, to increase ability to communicate in Chinese both in speaking and writing, and to further develop interest in the Chinese language and culture. Hopefully, cultivating students' interest in Chinese language and culture and lay a solid foundation for further study in Chinese.

Prerequisite: CHIN 201 with a minimum grade of C-.

CHIN 241. Language & Culture I. 1 Hour.

Students may use appropriate programming available via the Wofford Cable Network as a language and culture classroom, electing the amount of viewing time they wish to undertake in a given semester: three viewing hours per week. Students meet with a faculty member for a weekly individual consultation, at which time they deliver a written summary of their viewing experiences. The courses may be repeated up to a maximum of four semester hours.

Prerequisite: CHIN 201 with a minimum grade of C-.

CHIN 280. Selected Topics in Chinese. 1 to 4 Hours.

The study of selected topics at the introductory or intermediate level in Chinese culture. Conducted in English; open to all students. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

CHIN 301. High Intermediate Chinese. 4 Hours.

High Intermediate Chinese encourages students to increase their sophistication in reading and writing in Chinese in more formal styles. The course is conducted primarily in Chinese. Study materials include texts, web sources, and Chinese language television.

Prerequisite: CHIN 202 with a minimum grade of C-.

CHIN 302. Low Advanced Chinese. 4 Hours.

Low Advanced Chinese encourages students to continue to increase their sophistication in reading and writing in Chinese in more formal styles. The course is conducted primarily in Chinese. Study materials include texts, web sources, and Chinese language television.

Prerequisite: CHIN 301 with a minimum grade of C.

CHIN 304. Chinese Culture Through Film. 3 Hours.

Through careful study of cinematic text as mirror, students will learn to identify, understand, and analyze historical, social, political, and economic issues that have shaped China from its imperial period and into the 21st century. Topics include the family and tradition, the individual and society, past and present, man and nature, the change of cultural and social values, and woman's evolving role in society. All films have English subtitles. Successful completion of this course satisfies the Cultures & Peoples requirement for graduation.

CHIN 306. Intercultural Communication Between East and West. 3 Hours.

This course intends to help students understand the basic concepts and ideologies of the three major religions and philosophies in South East Asia, particularly in China, i.e. Confucianism, Daoism and Chinese Buddhism. Students will explore the close ties between these religions and philosophies as reflected in language and communication styles, and begin to understand different concepts of the 'self' (independent and relational) and 'face' in collectivism and individualism. Students will learn to anticipate, analyze and explain some of the causes of misunderstanding or miscommunication among the peoples from the West and East. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

CHIN 307. Modern China. 3 Hours.

This course is intended to help students understand China's evolution from its imperial past into a modern present by examining the impact of the Opium War and other popular revolts of the late 19th and early 20th centuries, the social and cultural conflicts between western civilization and traditional Confucianism after 1911, and the rise of diverse political movements after the creation of the People's Republic of China in 1949. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

CHIN 401. Advanced Chinese I. 4 Hours.

In this course, students will increase their sophistication in reading and writing in Chinese in more formal styles. The course will be conducted primarily in Chinese. Study materials include texts, web sources, and television. Students will learn basic techniques of written translation.

Prerequisite: CHIN 302 with a minimum grade of C.

CHIN 402. Advanced Chinese II. 4 Hours.

In this course, students will increase their sophistication in reading and writing in Chinese in more formal styles. The course will be conducted primarily in Chinese. Study materials include texts, web sources, and television. Students will learn basic techniques of written translation.

Prerequisite: CHIN 401 with a minimum grade of C.

CHIN 412. Chinese Literature in Translation. 3 Hours.

Students will read and learn to analyze from a cross-cultural perspective selected masterpieces of Chinese prose, poetry, and drama. Students will learn to appreciate the literary value of the selected works and to understand the historical, social, and cultural contexts of these works. The course is conducted in English and the focus of the course may vary (e.g. a particular period, a genre, or special topics) each time it is offered. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

CHIN 470. Independent Study. 1 to 4 Hours.

A course in which the student pursues independently, under the guidance of a member of the department, a specific topic of interest. Permission of instructor required.

CHIN 480. Advanced Topics in Chinese. 1 to 4 Hours.

The study of selected topics at the advance level in Chinese culture. Conducted primarily in Chinese.

Computer Science Courses

COSC 101. Introduction to Computers. 3 Hours.

An introduction to the uses of computers in a variety of application areas.

COSC 115. Introduction to Web Authoring. 3 Hours.

An introduction to effective communications using Web technologies. No programming background is required. This course focuses on the technologies and tools, including HTML, CSS, and JavaScript, that facilitate the construction of interesting and effective Web sites.

COSC 150. Scientific Investigations Using Computation. 4 Hours.

With improved computational abilities and the explosion of the amount of scientific data, practicing scientists now routinely implement computation to test hypotheses and guide their research. Thus, joining theory and experiment, computation is the third major paradigm of science. Students in this course will explore important science concepts and using computation tools implement the scientific method to gain a better understanding of the natural world.

COSC 201. Modeling & Simulation. 3 Hours.

An introduction to modeling and simulation as part of the interdisciplinary field of computational science. Large, open-ended scientific problems often require the algorithms and techniques of discrete and continuous computational modeling and Monte Carlo simulation. Students learn fundamental concepts and implementation of algorithms in various scientific programming environments. Throughout, applications in the sciences are emphasized. Cross-listed with MATH 201.

Prerequisite: MATH 181 with a minimum grade of D.

COSC 235. Programming & Problem Solving. 3 Hours.

Students learn to develop programs using an object-oriented language. Students are introduced to problem solving and algorithm development with emphasis on good programming style. Completion of this course with a C or higher is a prerequisite for all 300- and 400- level courses in Computer Science.

COSC 270. Independent Study in Computer Science. 1 to 3 Hours.

Independent study of selected topics in Computer Science at an intermediate level. It is intended for students who do not plan to major in Computer Science as well as for those who do. Specific topics vary from semester to semester. Permission of the instructor required.

COSC 273. Computer Organization & Architecture. 3 Hours.

An introduction to computer organization and principles of computer design. Topics include digital logic and digital systems, machine level representation of data, instruction sets, CPU implementation, memory system organization, I/O and communication, and assembly language programming.

Prerequisite: COSC 235 with a minimum grade of C.

COSC 275. Introduction to Bioinformatics. 3 Hours.

An introduction to the basic computational methods used to analyze biological data with an emphasis on algorithms used in genomics. Other topics may include methods for storage, retrieval, analysis, and display of biological data.

Prerequisite: BIO 212 with a minimum grade of D and COSC 235 with a minimum grade of D.

COSC 280. Selected Topics in Computer Science. 1 to 4 Hours.

A course in the study of selected topics in Computer Science at an intermediate level. It is intended for students who do not plan to major in Computer Science as well as for those who do. Specific topics vary from semester to semester. Permission of the instructor required.

COSC 310. Computer Graphics. 3 Hours.

An introduction to computer graphics. Particular emphasis is placed on the algorithms used to produce 2D and 3D graphics with a computer. Topics include graphics devices, polygons, drawing tools, vectors, transformations, 3D viewing, polygonal meshes, lighting, and shading models.

Prerequisite: MATH 181 with a minimum grade of D and COSC 235 with a minimum grade of C.

COSC 315. Computer Networks. 3 Hours.

An introduction to computer networks including network architecture, communication protocols, algorithms, and the current state of technology used to implement computer networks.

Prerequisite: PHY 203 with a minimum grade of D and COSC 235 with a minimum grade of C.

COSC 320. Programming Languages. 3 Hours.

A comparative study of high-level programming languages, including study of the design, evaluation, and implementation of such languages. Emphasis is placed on the ways in which such languages deal with the fundamentals of programming.

Prerequisite: (COSC 235 with a minimum grade of C and PHY 203 with a minimum grade of C) or COSC 350 with a minimum grade of C.

COSC 330. Introduction to Databases. 3 Hours.

A study of data models, including relational, object-oriented, hierarchical, and network models. Topics include the theory of normal forms, database design, query languages, and implementation of databases.

Prerequisite: COSC 235 with a minimum grade of C.

COSC 335. Advanced Web Programming. 3 Hours.

An advanced study of the design and programming of web pages. Topics include commercial web sites; programming in languages, such as HTML, JavaScript, ASP, and SQL; programming web interfaces to databases; e-commerce; web design concepts; and computer security.

Prerequisite: COSC 330 with a minimum grade of C or COSC 350 with a minimum grade of C.

COSC 340. Theory of Computation. 3 Hours.

A study of formal models of computation such as finite state automata, push-down automata, and Turing machines, along with the corresponding elements of formal languages. These models are used to provide a mathematical basis for the study of computability and to provide an introduction to the formal theory behind compiler construction.

Prerequisite: COSC 350 with a minimum grade of C and MATH 181 with a minimum grade of D and MATH 235 with a minimum grade of D.

COSC 350. Data Structures. 3 Hours.

An introduction to the formal study of data structures, such as arrays, stacks, queues, lists, and trees, along with algorithm design and analysis of efficiency.

Prerequisite: COSC 235 with a minimum grade of C.

COSC 351. Advanced Data Structures. 3 Hours.

Advanced data structures, advanced object-oriented programming concepts, and advanced program design principles.

Prerequisite: MATH 235 with a minimum grade of D and COSC 350 with a minimum grade of C.

COSC 360. Operating Systems. 3 Hours.

A study of fundamental concepts that are applicable to a variety of operating systems. Such concepts include processes and threads, process coordination and synchronization, scheduling, physical and virtual memory organization, device management, file systems, security and protection, communications and networking.

Prerequisite: COSC 350 with a minimum grade of C.

COSC 365. High Performance Computing. 3 Hours.

An introduction to the concepts, tools, languages, and algorithms for solving problems on massively parallel and distributed computers. Advanced computer architectures; performance and optimization; and the design, analysis, and implementation of applications in parallel are studied.

Prerequisite: COSC 350 with a minimum grade of C.

COSC 370. Computational Science: Data and Visualization. 3 Hours.

An introduction to data and visualization, part of the interdisciplinary field of computational science. The course contains a brief introduction to the network environment and the UNIX operating system. Because large Web-accessible databases are becoming prevalent for storing scientific information, the course covers the concepts and development of distributed relational databases. Effective visualization of data helps scientists extract information and communicate results. Students will learn fundamental concepts, tools, and algorithms of computer graphics and scientific visualization in three dimensions. Throughout, applications in the sciences are emphasized.

Prerequisite: COSC 235 with a minimum grade of C.

COSC 410. Software Engineering. 3 Hours.

A study of software engineering through a project-oriented approach. The emphasis is on the specification, organization, implementation, testing, and documentation of software. Students work in groups on various software projects.

Prerequisite: COSC 350 with a minimum grade of C.

COSC 420. Compilers. 3 Hours.

This course explores the design and construction of compilers to implement modern programming languages with a focus on procedural and object-oriented programming languages. Students implement a compiler for a small object-oriented programming language. Topics include scanning, parsing, semantic analysis, and code generation as well as garbage collection and optimization.

Prerequisite: COSC 350 with a minimum grade of C and PHY 203 with a minimum grade of C.

COSC 435. Cryptology. 3 Hours.

An introduction to cryptology and modern applications. Students will study various historical and modern ciphers and implement select schemes using mathematical software. Cross-listed with MATH 435.

Prerequisite: MATH 220 with a minimum grade of D and (MATH 235 with a minimum grade of D or MATH 260 with a minimum grade of D).

COSC 440. Artificial Intelligence. 3 Hours.

This course provides both an overview of the underlying theory, principles, and techniques in artificial intelligence and an in-depth examination of one or more specific topics in artificial intelligence such as approaches to AI, symbolic programming, heuristic search, neural networks, or robotics.

Prerequisite: COSC 350 with a minimum grade of D.

COSC 460. Computer & Network Security. 3 Hours.

An introduction to computer security in a networked environment. Topics will include ethical and social issues; type of attacks on computers and defenses; physical security and systems administration; authentication, access controls, and biometrics; encryption and network security; and the underlying formalisms and technologies relating to security.

Prerequisite: COSC 350 with a minimum grade of D.

COSC 470. Advanced Independent Study in Computer Science. 1 to 4 Hours.

Independent study of selected topics in Computer Science at an advanced level. Specific topics vary from semester to semester. Permission of the instructor required.

COSC 480. Advanced Topics in Computer Science. 1 to 4 Hours.

A study of selected topics in Computer Science at an advanced level. Specific topics vary from semester to semester. Permission of the instructor required.

Economics Courses

ECO 201. Principles of Microeconomics. 3 Hours.

An introduction to the economic way of thinking and a study of market processes.

ECO 202. Principles of Macroeconomics. 3 Hours.

An introductory course in the economic analysis of the determination of income, employment and inflation. It is recommended that Economics 201 be completed with a grade of C-minus or higher before attempting 202.

ECO 280. Selected Topics in Economics. 1 to 4 Hours.

Selected topics in Economics at the introductory or intermediate level.

ECO 301. Intermediate Microeconomic Theory. 3 Hours.

An intermediate-level course in the economic analysis of market processes.

Prerequisite: ECO 201 with a minimum grade of C- and (MATH 160 with a minimum grade of D or MATH 181 with a minimum grade of D).

ECO 302. Intermediate Macroeconomic Theory. 3 Hours.

An intermediate-level course in the economic analysis of the determination of income, employment, and inflation.

Prerequisite: ECO 201 with a minimum grade of C- and ECO 202 with a minimum grade of C-.

ECO 311. Economic History of the United States. 3 Hours.

A historical treatment of the economic development of America from colonial times to the present. Writing intensive.

Prerequisite: ECO 201 with a minimum grade of C- and ECO 202 with a minimum grade of C-.

ECO 322. Money and Banking. 3 Hours.

A study of the relationship between money and the level of economic activity, commercial and central banking, credit control under the Federal Reserve System, and the theory and objectives of monetary policy. Writing intensive.

Prerequisite: ECO 201 with a minimum grade of C- and ECO 202 with a minimum grade of C-.

ECO 332. Law and Economics. 3 Hours.

An economic analysis of Anglo-American legal institutions with emphasis on the economic function of the law of property, contract, and torts. Writing Intensive.

Prerequisite: ECO 201 with a minimum grade of C-.

ECO 333. Environmental Economics. 3 Hours.

The application of economic principles to explain the existence of environmental problems and to evaluate proposals for improving environmental amenities.

Prerequisite: ECO 201 with a minimum grade of C-.

ECO 334. Economics of Property Rights. 3 Hours.

A study of private property rights, communal property, and open access resources from both an economic and legal perspective. Writing intensive.

Prerequisite: ECO 201 with a minimum grade of C-.

ECO 336. Economics of Native Americans. 3 Hours.

A study of how American Indian institutions were shaped by their culture, traditions, environment, and changes in technology. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

Prerequisite: ECO 201 with a minimum grade of C-.

ECO 338. Water: Law, Economics and Policy. 3 Hours.

A study of the various political, legal and social institutions involved in mediating conflicting desires for water resources. Writing Intensive.

ECO 340. Economics of Medical Care. 3 Hours.

The application of economic theory to study the delivery of medical services in a managed care environment. Transactions between patients, medical care providers and third party payers will be examined to show how profits are made, costs are covered, and contracts are written. Writing intensive.

Prerequisite: ECO 201 with a minimum grade of C-.

ECO 342. Economics of Public Policy. 3 Hours.

Application of economic principles to determine the trade-offs, the direct and indirect effects, and the consequences-both intended and unintended-of public policies.

Prerequisite: ECO 201 with a minimum grade of C-.

ECO 344. Education & Inequality: A Socio-Economic Perspective. 3 Hours.

A study of income inequality in the United States, the economics of education, and the relationship between education and income distributions. Writing intensive.

Prerequisite: ECO 201 with a minimum grade of D.

ECO 345. Economics of Crime. 3 Hours.

An overview of how economic theory can be applied to analyze the dynamics of criminal activities. Students will learn how to use economics to examine the costs of crime, the behavior of criminals and potential criminals, the markets for criminal behavior and the goods and services that are produced in them, organized crime v. disorganized crime, and the public policies aimed at dealing with crime. Current issues that will be discussed include: the death penalty, gun control, and the legalization of criminal activities such as drug use, prostitution and gambling.

Prerequisite: ECO 201 with a minimum grade of D.

ECO 350. Behavioral Economics. 3 Hours.

A theoretical and empirical analysis of the connection between economics and other behavioral sciences, usually with the use of laboratory and field experiments. The course is divided into two parts:

1) Individual Decision- Making, and 2) Behavioral Game Theory.

Applications range from analysis of self-control problems to the consequences of social preferences and cognitive limitations.

Prerequisite: ECO 201 with a minimum grade of C-.

ECO 362. Sports Economics. 3 Hours.

This course offers an introduction to the application of economic theory and statistics to issues that arise in both professional and amateur sports. Some of the topics that will be covered in class are: competitive balance, the organization of teams, cooperative and competitive behavior, doping, statistical and psychological biases in sports, the market for franchises, sale and resale of tickets, and strategic behavior.

Prerequisite: ECO 201 with a minimum grade of D.

ECO 372. Business Law. 3 Hours.

A study of the contracts, uniform commercial code, and the legal environment of business. Cross-listed as Business 372.

ECO 374. Due Process. 3 Hours.

This course is designed to give the student an understanding of the legal concept of due process and how it has changed views of fairness in everyday life. Using the historical/legal background of due process, the student will apply those concepts to other situations and systems. Writing Intensive.

Prerequisite: ECO 372 with a minimum grade of D.

ECO 380. Quantitative Critical Thinking. 3 Hours.

This course discusses concepts from mathematics, statistics, economics, and psychology that are fundamental to the practice of quantitative critical thinking. The class focuses on the development of skills that contribute to the correct interpretation of quantitative arguments and facts that are frequently observed in our daily lives, and on quantitative results that tend to be counterintuitive to most people. Some of the topics discussed in this course are: measures of central tendency, probability theory, empirical methods in science, statistical significance and its limitations, and psychological biases associated with quantitative reasoning.

ECO 402. International Macroeconomics. 3 Hours.

Survey of the forces that shape the U.S. international balance of payments. Impact of U.S. growth and U.S. inflation on domestic and foreign interest rates, imports, exports, the dollar's value in relation to foreign currencies, and the net flow of capital between the U.S. and other countries. Offered in the spring of even-numbered years.

Prerequisite: ECO 302 with a minimum grade of D.

ECO 410. International Economics. 3 Hours.

Studies the impact of specialization and exchange on human well-being; evaluates the winners and losers when the U.S. raises or reduces its tariffs; examines the broader sociopolitical debate over globalization, especially the conflicting perspectives on the effects of international trade on child labor and the fabric of so-called 'Third-World' cultures. Offered in the spring of odd-numbered years.

Prerequisite: ECO 301 with a minimum grade of D.

ECO 412. Public Finance. 3 Hours.

A theoretical and institutional analysis of government expenditure, taxation, and debt, including economic analysis of government decision making and the distributional effects of alternative tax and subsidy techniques. Writing Intensive.

Prerequisite: ECO 301 with a minimum grade of D.

ECO 421. Economics of Regulation. 3 Hours.

Economic tools are used to study the formation and impact of federal, state, and local regulations, including rules on industrial structure, prices, labor, consumer products, health, and the environment. Writing Intensive.

Prerequisite: ECO 301 with a minimum grade of D.

ECO 422. Game Theory. 3 Hours.

This course is an analytical tool to model strategic interactions that is widely used in economics, political science, biology, sociology, and psychology. The course is intended to provide an introduction to the main concepts and techniques of the field, and use them to investigate relevant economic phenomena, such as bargaining, auctions, the "prisoner's dilemma", the "tragedy of the commons", tacit collusion, competition among firms, and strategic interactions in labor, credit, and product markets.

Prerequisite: MATH 160 with a minimum grade of D or MATH 181 with a minimum grade of D.

ECO 424. Advanced Game Theory. 3 Hours.

Game Theory is an analytical tool that models strategic interactions. It is widely used in economics, political science, biology, sociology, and psychology. This advanced class is intended to provide a more rigorous introduction to the main concepts and techniques of the field. These techniques will be used to investigate relevant social phenomena, such as evolutionary games, auction theory, the "prisoner's dilemma," the "tragedy of the commons," tacit collusion, competition among firms, and strategic interactions in labor, credit, and product markets. The most important classes of games will be analyzed (zero-sum games, cooperation problems, coordination games, bayesian games, signaling games, etc.), as well as the most important solution concepts (rationalizability, nash equilibrium in pure and mixed strategies, bayesian nash equilibrium, and evolutionarily stable strategies). this course will also introduce students to the main techniques of game-theoretic mathematical modelling. Pre-requisite: MATH 210.

Prerequisite: MATH 210 with a minimum grade of D.

ECO 432. Managerial Economics. 3 Hours.

The application of economic analysis to the management problems of coordination, motivation, and incentives within organizations. Writing intensive.

Prerequisite: ECO 301 with a minimum grade of D and MATH 181 with a minimum grade of D or MATH 160 with a minimum grade of D.

ECO 439. Mathematical Economics. 3 Hours.

A thoroughly interdisciplinary approach to mathematics and economics. Measures such as logarithms, derivatives, and integrals will be employed to interpret trends of phenomena such as consumer welfare, social costs, inflation, etc. The formulation of qualitative explanations (concise and simplified) of quantitative outcomes is the overarching objective of this course.

Prerequisite: MATH 160 with a minimum grade of C or MATH 181 with a minimum grade of C.

ECO 440. History of Economic Thought. 3 Hours.

A study of the evolution of economic analysis, including a brief survey of the economic ideas of Aristotle, the scholastics, mercantilists, and physiocrats, and a more detailed study of the economic analysis of the classicists, Marxists, marginalists, and Keynesians.

Prerequisite: ECO 201 with a minimum grade of C- and ECO 202 with a minimum grade of C-.

ECO 441. Comparative Economic Systems. 3 Hours.

Contrasts the nature and characteristics of a free-market economy against the centrally-orchestrated mechanisms of managed economies such as socialism/communism, fascism, and the so-called 'crony mercantalism' that prevails in most of modern-day Africa, Latin America, and the Middle East. Writing intensive. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

Prerequisite: ECO 201 with a minimum grade of C-.

ECO 450. Senior Seminar. 4 Hours.

A capstone course required of all students in their last year of study completing the major in Business Economics or Economics. Microeconomic and macroeconomic case studies are used to reinforce and evaluate the student's understanding of the economic way of thinking.

ECO 460. Labor Economics. 3 Hours.

Students will learn to apply the tools of microeconomic analysis to labor markets and labor market outcomes. The course begins with a neo-classical overview covering labor supply, demand, and equilibrium determination of employment and wages. More advanced topics include wage differentials, investments in human capital, and incentive pay. The final section of the course covers frictions that impact the functioning of the labor market such as mobility, search costs, unions, and regulations.

Prerequisite: ECO 301 with a minimum grade of D.

ECO 470. Independent Study. 1 to 3 Hours.

Study of a specific topic in economics under the direction of a departmental faculty member. The readings, program of research, and written work to be undertaken by the student will be determined in consultation with the instructor.

ECO 480. Advanced Topics in Economics. 1 to 4 Hours.

Topics may vary from year to year.

Prerequisite: ECO 201 with a minimum grade of C- and ECO 202 with a minimum grade of C-.

ECO 500. Honors Course. 3 Hours.

At the discretion of the faculty, students may undertake a six-hour independent course of study in the senior year in order to broaden their educational experience within their major area of study. Students must meet specific GPA standards and arrange a faculty sponsor. The honors course criteria are outlined in the Academic Honors portion of the catalog.

Education Courses

EDUC 200. Foundations of Education. 3 Hours.

This course is a study of the purposes, background, and organization of education in the United States. The development of the American education system is traced from its beginnings to the present day with emphasis placed on major developments influencing the school in modern society. The various philosophies of education will be considered. Significant social issues that impact education will be discussed and evaluated. To be taken in the sophomore year. Offered every semester.

EDUC 210. Curriculum Classics and American Educational Policy. 3 Hours.

This course enables students to make meaningful and relevant connections between the big picture of American history and the impact that history has had on the development of American educational institutions and the curriculum and course offerings required of citizens who have been enabled to live in and contribute to our democratic way of life. Particular emphasis is given to the classic literature in American education and curriculum from the ideas and writings of the founders to contemporary trends and issues in American education.

EDUC 220. Teaching Diverse Student Populations. 3 Hours.

This course focuses on the increasing diversity found in today's schools. It is designed to help prepare teacher candidates to teach and work with four groups of students: students with special needs, gifted and talented learners, students from diverse cultural backgrounds, and students who are linguistically diverse. The course provides practical strategies for adapting instruction to meet the learning needs of diverse students. Offered every semester.

Prerequisite: EDUC 200 with a minimum grade of D.

EDUC 230. Foundations & Methods of Leadership. 3 Hours.

Students will develop skill and understanding regarding the theories of leadership and coaching in team sports at the high school and/or collegiate level. Course content includes the study of: the principles of team sport coaching styles, philosophical views of coaching, development of effective strategies that promote positive team behaviors, physical training, and public relations as well as current trends in the field of coaching.

EDUC 280. Selected Topics in Education. 1 to 4 Hours.

Selected topics in Education at the introductory or intermediate levels.

EDUC 310. Foundations of Literacy. 3 Hours.

This course is designed to help teacher candidates understand the theoretical and evidence-based foundations of the reading and writing processes in instruction. Candidates will study how to support the creation of a classroom environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate selection and use of assessments in reading and writing.

Prerequisite: EDUC 220 with a minimum grade of D.

EDUC 320. Human Growth & Development: A Life Span Approach. 3 Hours.

This is a survey course designed to acquaint teacher candidates and others with basic knowledge of the principles of life-long growth and development. Course content addresses the various patterns of physical, cognitive, social, and emotional growth throughout life. The developmental characteristics and challenges of infants, children, youth and adults and how each developmental period is lived are also studied. Those who complete this course will have a thorough understanding of the life-span perspective as an integrative approach to development. Offered spring semester.

Prerequisite: EDUC 200 with a minimum grade of D.

EDUC 330. Educational Psychology. 3 Hours.

Psychology of learning, learning theories, and stages of development as applied to the learner in the classroom. Attention is given to research into learning problems, management and assessment of learning, and the least restrictive environment for exceptional learners. Integration of career guidance and career planning in grades 9-12 is included. Offered fall semester.

Prerequisite: EDUC 200 with a minimum grade of D.

EDUC 340. Teaching of Reading. 3 Hours.

Course content includes a survey of techniques, strategies, and materials which facilitate secondary students' reading and study skills in content-area classrooms. Attention is focused on understanding reading difficulties experienced by high school students and the development of prescriptive instructional activities. A 10-hour field experience is included.

Prerequisite: EDUC 220 with a minimum grade of D and EDUC 310 with a minimum grade of D and EDUC 320 with a minimum grade of D and EDUC 330 with a minimum grade of D.

EDUC 420. Instructional Methods. 3 Hours.

A course designed to provide teacher candidates with information and experiences to develop a broad view and understanding of the roles, responsibilities, and instructional methods of secondary teachers. Teacher candidates will be introduced to general and specific instructional strategies, methods, planning techniques, teaching resources, and technology for use in secondary classrooms. They will also be provided opportunities to further refine their philosophy of education, their understanding of the learning process, their knowledge of how to assist students in building self-esteem and confidence, and their skills in communications with students, teaching colleagues, school administrators, and parents. The ADEPT process will be introduced and discussed. Study of learning theories, current research on effective teaching, and the development of curriculum products to support effective teaching will be included. Conferencing with secondary students, teachers, administrators, and parents will be addressed, as will classroom management techniques. Attention will also be given to teaching students with special needs in the regular classroom. This course has a required field experience of 15 semester hours. Offered fall semester.

Prerequisite: EDUC 340 with a minimum grade of D.

EDUC 421. Instructional Methods for Modern Languages. 3 Hours.

Teacher candidates will develop an understanding of national and state modern language standards and instructional methods, including technology for K-12 classrooms. The course emphasizes contextualized language instruction and offers teacher candidates the opportunity to refine their philosophy of education and modern language advocacy. This course has a required field experience of 15 semester hours. Offered as needed.

Prerequisite: EDUC 340 with a minimum grade of D.

EDUC 430. Senior Seminar and Field Experience. 4 Hours.

This Interim course is designed to facilitate the transition of teacher candidates into the capstone experience of clinical practice. A required 100-hour field experience and on-campus seminars reinforces theoretical content with practical experiences. Offered as the candidate's senior Interim project.

Prerequisite: EDUC 420 with a minimum grade of D.

EDUC 440. Clinical Practice. 6 or 12 Hours.

Full-time observation, participation, and directed teaching in public schools for one semester (60 full school days) under the supervision of public school personnel, the Education faculty, and faculty from the student's teaching area. Usually taken in the spring semester of the senior year, the course includes weekly seminars. Note: Teacher candidates who complete all of their degree requirements and return to campus following graduation to complete the clinical practice may register for 6 semester hours. However, the requirements will be the same as for 12 semester hours.

Prerequisite: EDUC 430 with a minimum grade of D.

EDUC 480. Advanced Topics in Education. 1 to 4 Hours.

Study of selected pertinent topics in education at the advanced level.

Prerequisite: EDUC 200 with a minimum grade of D.

English Courses

ENGL 101. College Composition. 3 Hours.

An introduction to basic composition, including a review of mechanics, sentence patterns and basic usage, in order to master writing expository prose across the curriculum.

ENGL 102. Seminar in Literature and Composition. 3 Hours.

An in-depth study of some topic in literature. Reading and discussion lead to written work and independent investigation. Objectives are to read critically, think analytically, and communicate effectively. Students are required to write several papers, one of which includes documentation. The course should be taken in the freshman year.

Prerequisite: HUM 101 with a minimum grade of D or ENGL 101 with a minimum grade of D.

ENGL 200. Introduction to Literary Study. 3 Hours.

A study of the genres of fiction, poetry, and/or drama designed to develop the student's ability to read literature with sensitivity and understanding and with a sense of literary tradition. Emphasis is on close reading of works from a variety of critical perspectives.

Prerequisite: (ENGL 101 with a minimum grade of D or HUM 101 with a minimum grade of D) and ENGL 102 with a minimum grade of D.

ENGL 201. English Literature to 1800. 3 Hours.

A study of works representative of the major writers and periods from the Middle Ages through the 18th century, with emphasis on critical understanding of these works and on the influences that produced them.

Prerequisite: (ENGL 101 with a minimum grade of D or HUM 101 with a minimum grade of D) and ENGL 102 with a minimum grade of D.

ENGL 202. English Literature Since 1800. 3 Hours.

A study of works representative of the major writers and periods from the Romantic movement to the present, with emphasis on critical understanding of these works and on the influences that produced them.

Prerequisite: (ENGL 101 with a minimum grade of D or HUM 101 with a minimum grade of D) and ENGL 102 with a minimum grade of D.

ENGL 203. Survey of American Literature. 3 Hours.

A study of works representative of major American writers from the Colonial Period to the present, with emphasis on critical understanding of these works and on the influences that produced them.

Prerequisite: (ENGL 101 with a minimum grade of D or HUM 101 with a minimum grade of D) and ENGL 102 with a minimum grade of D.

ENGL 204. Survey of World Literature. 3 Hours.

A survey of literary texts from locales around the globe (outside Britain and the United States). Readings will include short stories, poems, and a few select novels spanning Asia, South Asia, South America, Africa, the Caribbean, the Middle East, and Europe. Authors will range from prize-winning world figures such as Salman Rushdie and Anita Desai to writers who less known internationally, but equally important in their national literary histories. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

Prerequisite: (ENGL 101 with a minimum grade of D or HUM 101 with a minimum grade of D) and ENGL 102 with a minimum grade of D.

ENGL 205. Introduction to the Study of Film. 3 Hours.

An introduction to the study of film as a technology, industry, cultural artifact, and art form. Students will learn how to analyze visual texts, employing formal elements, such as editing, camera work, and sound, and exploring the different ways these techniques have been employed by filmmakers in Hollywood and across the globe.

Prerequisite: (ENGL 101 with a minimum grade of D or HUM 101 with a minimum grade of D) and ENGL 102 with a minimum grade of D.

ENGL 260. Introduction to English Studies. 3 Hours.

An introduction to the methods and methodologies of advanced English studies, including an exploration of the discipline's reading and writing genres, the variety of its research methods, and some of its theoretical frameworks.

Prerequisite: (ENGL 101 with a minimum grade of D or HUM 101 with a minimum grade of D) and ENGL 102 with a minimum grade of D.

ENGL 280. Selected Topics in Literature. 1 to 4 Hours.

Selected topics in literature at the introductory or intermediate level.

Prerequisite: ENGL 102 with a minimum grade of D.

ENGL 290. Selected Topics in Communication Studies. 1 to 4 Hours.

Selected topics in Communication Studies at the introductory or intermediate level.

Prerequisite: ENGL 102 with a minimum grade of D.

ENGL 301. British Medieval Literature. 3 Hours.

A study of British literature from 800 to 1450, excluding Chaucer. Works studied include Beowulf, Sir Gawain and the Green Knight, and Malory's Morte d'Arthur. Category A.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 302. Chaucer. 3 Hours.

A study of Chaucer's major poetry, with some attention to medieval language and culture. Category A.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 303. English Renaissance Drama. 3 Hours.

A study of English Renaissance drama (excluding Shakespeare) including authors such as Jonson, Marlowe and Webster. Category A.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 304. Spenser, Milton and the Renaissance Epic. 3 Hours.

A study of the three great epics of the English Renaissance: Spenser's Faerie Queen, Milton's Paradise Lost, and Milton's Paradise Regained. Category A.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 305. Shakespeare's Comedies and Histories. 3 Hours.

A study of Shakespeare's comedies and histories. Category A.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 306. Shakespeare's Tragedies and Romances. 3 Hours.

A study of Shakespeare's tragedies and romances. Category A.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 307. English Renaissance Poetry. 3 Hours.

A study of important works of poetry from the 16th and 17th centuries, including such authors as Wyatt, Raleigh, Ben Jonson, Donne, and Marvell. Category A.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 310. Arthurian Literature, 500-1800 CE. 3 Hours.

A study of Arthurian literature written in the British Isles between 500 and 1800 CE, including works by Geoffrey of Monmouth, Layamon, Marie De France, Spenser, Johnson and Fielding. Category A.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 311. The English Romantic Period. 3 Hours.

A study of English Romanticism with an emphasis on the poetry of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Category B.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 312. The Victorian Period. 3 Hours.

A study of representative literature of the Victorian age, with emphasis on the poetry of Tennyson, Browning, Arnold, and the pre-Raphaelites. Category B.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 316. Contemporary British Literature. 3 Hours.

A study of British literature after World War II, including poetry, fiction, and drama, with emphasis on the cultural and historical context. Category B.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 320. African American Literature. 3 Hours.

This course intends to study in some depth a selection of African American writing from the twentieth century. Questions of origins, conceptual models, and the constitution of African American culture will be addressed. Readings will stress the diversity and multiplicity of African American literature. Successful completion of this course satisfied the Cultures and Peoples requirement for graduation. Category C.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 321. American Literature Pre-Civil War. 3 Hours.

American literature up to the Civil War. Category C.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 322. American Literature Post Civil War. 3 Hours.

American literature from the Civil War to World War II. Category C.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 323. Southern Literature. 3 Hours.

A study of major Southern authors of the 20th century, with emphasis on the literature as an expression of Southern culture. Authors include the Agrarians, Faulkner, Warren, O'Connor, Welty, and Dickey. Category C.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 324. American Ethnic Literature. 3 Hours.

Selected readings across four centuries of ethnic American writing, with emphasis on the historical and cultural context of each text. Writings include Native American creation stories, slave narratives, urban immigrant fiction, Black revolutionary poetry and plays, and Hispanic and Asian American narratives. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation. Category C.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 326. Contemporary American Fiction. 3 Hours.

American fiction after World War II. Category C.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 327. Contemporary American Poetry. 3 Hours.

American poetry after World War II. Category C.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 328. Contemporary Drama. 3 Hours.

Drama after World War II, including Beckett, the Modernists, and the Post-Modernists. Cross-listed with THEA 328. Category C.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 329. Postmodern American Literature. 3 Hours.

A study of representative works written in America since 1945, including poetry, fiction and drama, with emphasis on themes, motifs, and conventions of what is called postmodern, as well as the cultural context of each work. Category C.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 330. Black Arts Movement. 3 Hours.

A study of the close ties between art and politics in the Black Arts and Black Power movements of the mid-to-late 1960's. Writings taken from African-American literature including poetry, fiction, plays, manifestoes, and performance pieces that came out of the Black Arts movement. Readings supplemented with films, FBI documents, and popular news magazines. Category C.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 335. The European Picaresque Novel. 3 Hours.

A study of European novels in the Picaresque tradition. Representative works will be drawn from various periods (the 16th through 20th centuries) and nations (Spain, Germany, Britain, France, and Russia) and will be read in translation where necessary. Category D.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 336. Early European Masterpieces. 3 Hours.

A study of selected masterpieces from the European tradition, including such writers as Homer, Rabelais, Dante, and Cervantes. Category D.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 337. Later European Masterpieces. 3 Hours.

A study of selected masterpieces from the European tradition, including such writers as Moliere, Goethe, Ibsen, Flaubert, and Dostoyevsky. Category D.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 338. Early Women Writers. 3 Hours.

A study of the works of women writers of poetry, drama, fiction and non-fiction prose from Antiquity through the Renaissance, including the works of writers such as Sappho, Hildegard von Bingen, Marie de France, Gaspara Stampa and Aphra Behn. Category D.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 339. Race, Gender, and Empire. 3 Hours.

A study of world literature (from Africa, India, Sri Lanka, South America, and the Middle East) as well as the shifting debates about postcoloniality and imperialism. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation. Category D.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 340. African Literature. 3 Hours.

Explores African writers from the 20th and 21st centuries, including Wole Soyinka, Zakes Mda, and Zoe Wicombe. While investigating how African writers have responded to the West's history of overtly sexualized and romanticized discourses on Africa, the course will explore several common thematic strands in African Literature, including: colonialism and African nationalisms, the relationship between gender/race and nation, the politics of food, AIDS, and language innovation. Category D.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 341. Literary Theory. 3 Hours.

A survey of criticism and theory, introducing students to various methods of reading and evaluating literary texts. Category E.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 342. Contemporary English Grammar & Usage. 3 Hours.

A study of predominant theories of English grammar and issues related to the English language. In addition to theories of grammar, topics will include language varieties, dialects, orality, and literacy. Required for licensure as a teacher of English. Category E.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 343. History English Language. 3 Hours.

A study of the origins and development of the English language emphasizing both structural and social linguistics. In addition to studying the history and sources of change in the English language, this course will consider changes taking place within contemporary English. Category E.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 344. Adolescent Literature. 3 Hours.

Principles for selection of works of literature appropriate for study at various levels in secondary schools; methods of teaching such works, including use of various media; and analytical discussion of specific works from major genres. Category E.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 345. Literature & Gender Theory. 3 Hours.

A study of gender theory and the application of the theory to a variety of texts. Category E.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 346. American Political Rhetoric. 3 Hours.

A survey of the history of political rhetoric in the United States and a study of the methodology of rhetorical analysis, including its application to past, and especially, current political debates. Category E.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 350. Digital Media Theory. 3 Hours.

A survey of the historical development of digital media as it informs theoretical approaches to the study of mediums such as the Internet, social networks, videogames, electronic literature, and mobile devices. Introduces students to the critical analysis and production of digital media texts within a historical continuum. Category E.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 371. Short Story Workshop. 3 Hours.

A creative writing course focusing on the writing of short stories. Students read manuscripts in class and meet with instructor for individual conferences. Category F.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 373. Poetry Workshop. 3 Hours.

A creative writing course focusing on the writing of poetry. Students read manuscripts in class and meet with instructor for individual conferences. Category F.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 375. The Art of Personal Essay. 3 Hours.

A creative writing course focusing on personal essays. Students write and revise at least six personal essays and discuss assigned readings, student essays, and essays by visiting writers. Category F.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 376. Playwriting Workshop. 3 Hours.

A course in creative writing focusing on plays. Cross-listed with THEA 376. Category F.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 377. Digital Filmmaking. 3 Hours.

This film workshop will give students the tools to transform a written text or script to the screen. Students will learn how to tell a story visually, focusing specifically on the director's work with the script, the staging of actors, and the use of the camera as narrator. This course also serves as a general introduction to the elements of film language, grammar, and style. Category F.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 378. Novella Workshop. 3 Hours.

An advanced course in creative writing in which each student will write an original novella. Category F.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 379. Screenwriting Workshop. 3 Hours.

In this course, students will learn the basic principles of visual storytelling: dramatic conflict, action, structure, plot, character, and dialogue. They will read texts about screenwriting, view narrative feature films, pitch a story idea to the class, develop a scene-by-scene outline of their stories, and write, workshop, and revise the first and second acts of their screenplays. Category F.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 380. Selected Topics in English. 1 to 4 Hours.

An examination of a particular topic, theme, media, through various texts and documentation methods. Specific content varies from semester to semester. Students should consult the department as to how a specific offering to the major in English.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 381. Communications. 1 Hour.

A series of three one credit-hour courses offered sequentially during one semester. ENGL 381 (Interpersonal Communication) focuses on interpersonal skills, oral communication, and listening. Category F.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 382. Team Dynamics. 1 Hour.

A series of three one credit-hour courses offered sequentially during one semester. ENGL 382 (Team Dynamics) focuses on skills needed for problem solving by small groups. Category F.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 383. Conflict Management. 1 Hour.

A series of three one credit-hour courses offered sequentially during one semester. ENGL 383 (Conflict Management) focuses on strategies for decreasing conflict and creating win-win outcomes in the workplace and in the community. Category F.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 384. Writing for the Mass Media. 3 Hours.

An introduction to writing for print journalism, broadcast media, and online settings. Category F.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 385. Composition & Rhetoric. 3 Hours.

An advanced composition course in which students study a wide variety of essays from different disciplines and write for a variety of purposes. Category F.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 386. Editing & Publishing. 3 Hours.

An exploration of theories of editing through biography and memoir; a practical examination of magazine and publishing job titles and responsibilities; and hands-on conception and production of an actual magazine of the Arts and Public Affairs, to be published at semester's end. Category F.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 387. Business and Professional Writing. 3 Hours.

A practical course in writing and analyzing reports, instructions, letters, memoranda, and other material typical of business, industry, and the professions.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 388. Public Speaking. 3 Hours.

An introduction. Students are expected to prepare and deliver various types of speeches. Category F.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 389. Introduction to Public Relations. 3 Hours.

This course will provide an introduction to strategic planning for public relations as well as the mechanics of preparing basic public relations materials. Category F.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 400. Communications in Community. 1 to 3 Hours.

A practicum designed to allow students to apply communication skills in a community setting under the direction of an on-site supervisor and a communication instructor. A student may earn a maximum of six semester hours in 400 courses. Permission of instructor required.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 401. Old English. 3 Hours.

An introduction to the language of Old English. Students will build basic skills in Old English vocabulary, grammar, and syntax, along with a beginning knowledge of Anglo-Saxon history, literature and culture. Students will acquire basic skills in pronouncing, parsing, translating, and interpreting Old English poetry and prose. Category A.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 411. Restoration and British Drama. 3 Hours.

A study of a variety of plays written and performed in Britain between 1660 and 1800 with particular emphasis placed on comedies. Dramatists studied are likely to include George Etherege, John Dryden, Aphra Behn, Susanna Centlivre, Oliver Goldsmith, and Elizabeth Inchbald. Category B.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 412. Restoration Prose and Poetry. 3 Hours.

A study of important works from the literature of the period, selected from satire (poetry and prose), essays, lyrics, and biographies. The chief authors studied will be Dryden, Swift, Pope, Gray, Johnson, Behn, Fielding, and Gay. Category B.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 413. The Early English Novel. 3 Hours.

A study of representative British novels of the 18th century and the Romantic period, including works by Defoe, Fielding, Austen, and Shelley. Category B.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 414. The Later English Novel. 3 Hours.

A study of major novels of the Victorian and modern periods, including works by Dickens, Eliot, Hardy, and Woolf. Category B.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 415. The Modern Novel. 3 Hours.

A study of selected American and British modernist novels, including works by Joyce, Woolf, and Hemingway. Category B.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 416. Modern Poetry. 3 Hours.

A study of representative American and British poetry from the first half of the 20th century, focusing on such modernists as Yeats, Eliot, Pound, Frost, and Stevens. Category B.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 420. 20th Century Am. Short Story. 3 Hours.

A survey of American short stories, with emphasis on post World War II fiction. Category C.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 421. Early American Popular Novels. 3 Hours.

A study of popular, often best selling, American novels of the early national and antebellum periods. Students will read works by Susanna Rowson, James Fenimore Cooper, Herman Melville, George Thompson, Maria Cummins, and Harriet Beecher Stowe as well as historical essays and literary criticism. Category C.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 422. Native American Literature. 3 Hours.

A study of the works of Native American writers of poetry, drama, fiction and nonfiction prose. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation. Category C.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 423. Medicine & Literature. 3 Hours.

This course provides an examination of the rich literature surrounding the issues of healthcare and the medical profession. Issues of illness, health, medical science, violence, and the body are examined through literary and cultural texts. Cross-listed with HUM 240. Category C.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 424. African American Drama. 3 Hours.

Focuses on the creation of African American identity on the American stage from the early 19th century through the present. Students will read Baraka, Kennedy, Wilson, Parks, Hughes, etc. as well as engage with issues of race, literature, performance, and authorship in class discussion, written work and oral presentations. Cross-listed with THEA 424. Successful completion of this course satisfies the Cultures and Peoples requirements for graduation. Category C.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 425. American Theatre & Drama. 3 Hours.

The theatrical history of the United States is older than the nation itself. From Robert Hunter's satire *Androboros* (1714), the earliest printed American play, and Thomas Godfrey's tragedy *The Prince of Parthia* (1765), the first American play professionally performed on an American stage, to George Aiken's stage adaptation of *Uncle Tom's Cabin*, one of the most popular works of its period in both America and Europe, pre-twentieth century American drama is a complex and compelling topic. This class will address ideas and issues of nationhood, the frontier, American identity, race and race relations, and popular and high culture. Cross-listed with THEA 425. Category C.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 426. 19th Century American Poetry. 3 Hours.

A study of canonical and popular poets of the American nineteenth century. Students will read poems by Edgar Allen Poe, Lydia Sigourney, Walt Whitman, Emily Dickinson, Herman Melville, Henry Wadsworth Longfellow, Frances E.W. Harper, and Stephen Crane as well as historical essays and literary criticism. Category C.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 433. Modern Drama. 3 Hours.

A study of the work of late 19th to mid-20th century European and American dramatists. Authors include Ibsen, Chekhov, Strindberg, Pirandello, Brecht, Beckett, O'Neill, Miller, and Williams. Cross-listed with THEA 433. Category D.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 435. Global Digital Cultures. 3 Hours.

A survey of the role of digital media in non-Western cultures, including immigrant communities within the United States. Readings and screenings will explore the use of social media in activist movements in the Middle East and North Africa, media arts in Japan and Korea, network culture in China and Africa, and changing representations of global citizenship within the United States. Category D.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 436. Literature & Human Rights. 3 Hours.

An introduction to literary representations of collective atrocity and human rights campaigns - from genocide to environmental disasters. Course readings will have a global context, spanning Poland, Rwanda, South Africa, Argentina, Sudan, Chile, Cambodia, Dominican Republic and Sri Lanka. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation. Category D.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 437. Selected Topics in World Literature. 3 Hours.

An introduction to world literature from Africa, Asia, the Caribbean, and South America. Students will read short stories and novels from major voices in world literature which may include: Ngugi Wa Thiong'o, Jorge Luis Borges, Arundhati Roy, Salman Rushdie, and Gabriel Garcia Marquez. The course will be structured around a specific theme and may focus on aspects such as: short stories, "southernness," visual images in literature, etc. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation. Category D.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 438. Greek & Roman Drama. 3 Hours.

Selected Greek and Roman comedies and tragedies will be read in translation. The course will concentrate on the thematic, philosophical, and religious aspects of ancient drama. Cross-listed with THEA 438. Category D.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 445. Sexuality in Film. 3 Hours.

What is sexuality? Is it a feeling, gender, practice, activity, behavior, orientation, or way of life? Why is sexuality so difficult to pin down, and at the same time, how has it come to signify something that is central to our sense of self? In this interdisciplinary course, we will explore theories of sexuality in relation to cinematic representations and consider how film theorists have responded to questions of gender and sexuality. This course will also serve as a broad introduction to the study of film. Category E.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 446. Screen Surveillance: Film, Television and Social Media. 3 Hours.

A study of how film, television and social media engage us in practices of seeing. Students will learn how to analyze visual texts and relate theories of spectatorship and identity to questions about surveillance (re: national security, civil liberties, privacy and social control). They will explore how the act of seeing might inform the construction of self and other, desire and power. Category E.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 447. Digital Literature. 3 Hours.

This course is a study of the literature produced within digital platforms, popularly known as "electronic literature," as well as an exploration of how computing technology informs contemporary modes of reading and writing. Category E.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 451. Film & Digital Media Capstone. 3 Hours.

The capstone gives students the opportunity to create research or production projects of their own design. Synthesizing the knowledge and technical skills gained in their coursework and internships, students will work with an instructor to pursue a project in film and/or digital media history, theory, or production.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 470. Independent Study. 1 to 3 Hours.

Directed independent study in an area of student interest. Projects should be approved by the instructor by midterm of the semester prior to the semester in which the work is to be undertaken. After approval of the topic, the student is expected to engage in general bibliographical study, to participate in conferences with the instructor, to report on reading, and to write papers as directed by the instructor. Only one independent study may be counted toward the major.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 471. Advanced Short Story Workshop. 3 Hours.

An advanced course in creative writing in which each student will write original short stories. Category F.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 473. Advanced Poetry Workshop. 3 Hours.

An advanced course in creative writing, culminating in the publication of poetry chapbooks. Category F.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 475. Writing with Sound. 3 Hours.

This course will examine recording, editing, and distribution of sound as a form of writing. While the rhetorical effects of music will be discussed, the major assignments for the course center on the production of spoken audio essays, interviews, and podcasts. The course will read and discuss important works in the field of sound studies and offer an introduction to using open source digital audio editing tools for writing with sound. Category F.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 476. Advanced Playwriting Workshop. 3 Hours.

This film workshop will give students the tools to transform a written text or script to the screen. Students will learn how to tell a story visually, focusing specifically on the director's work with the script, the staging of actors, and the use of the camera as narrator. This course also serves as a general introduction to the elements of film language, grammar, and style. Category F.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 477. Advanced Digital Filmmaking. 3 Hours.

Students will learn how to tell a story using a camera. They will gain a greater understanding of cinematography, camerawork, blocking, storyboarding, directing actors, and editing. Throughout the semester, they will shoot, direct, and edit two 5-7 minute short films and one longer 10-15 minute short film. Category F.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 479. Advanced Screenwriting Workshop. 3 Hours.

In this course, students will master the principles of dramatic, visual storytelling. They will read original screenplays, texts about screenwriting, view narrative feature films, and write, workshop, and revise an original, feature screenplay of their own. Students may also choose to employ the screenwriting principles they've learned to write two original pilot episodes of a television or web series. Category F.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 480. Advanced Topics in Literature. 1 to 4 Hours.

A seminar intended for advanced-level students majoring in English. Topics vary from year to year.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 490. Advanced Topics in Communication Studies. 1 to 4 Hours.

Selected topics in Communication Studies at the advanced level.

Prerequisite: Any 200-level ENGL course with a D or better.

ENGL 500. Honors Course. 3 Hours.

At the discretion of the faculty, students may undertake a six-hour independent course of study in the senior year in order to broaden their educational experience within their major area of study. Students must meet specific GPA standards and arrange a faculty sponsor. The honors course criteria are outlined in the Academic Honors portion of the catalog.

Environmental Studies Courses**ENVS 101. Introductory Seminar in Environmental Studies (with lab). 4 Hours.**

This foundational seminar introduces students to interdisciplinary approaches in contemporary environmental issues. The seminar considers key environmental issues, bringing cultural, scientific, historical, political, social, and economic perspectives to bear on each. The course is arranged thematically, with units on topics such as tropical deforestation, global warming, energy use, and resource depletion. This course will also investigate local environmental issues, study relevant scientific findings, explore the interactions of human communities with non-human nature, and probe the ecological, cultural, and ethical implications of these interactions.

ENVS 150. Introduction to Earth System Science (with lab). 4 Hours.

Students will develop knowledge of Earth system components -- atmosphere, hydrosphere, lithosphere, biosphere, and exosphere -- with emphasis on their connections and interactions. They will use and integrate approaches of disciplinary sciences and mathematics to investigate physical and behavioral properties of Earth system components, as well as considering the human and social context (anthroposphere) in which environmental problems develop as the system is stressed. Students will develop skills in observation, investigation, analysis, team interaction and communication through field and laboratory experiences.

ENVS 151. Analyzing & Modeling Earth Systems (with lab). 4 Hours.

Students will build on knowledge of Earth systems acquired in ENVS 150 by continuing to focus on how different earth systems (lithosphere, hydrosphere, atmosphere, biosphere) interact to create the environments in which we live and the ways people affect and are affected by these environmental systems. This course will explore four contemporary environmental issues: Peak oil and the viability and sustainability of alternative energy solutions; surface water pollution and protection; causes and effects of climate change; and over population and the limits to growth. Students will also complete a team-based research project.

Prerequisite: ENVS 150 with a minimum grade of D.

ENVS 201. Introduction to Environmental Social Science. 3 Hours.

Environmental Social Science is an interdisciplinary and cross-cultural investigation into the impact of society on the environment and the environment's impact on society. The class will be organized around case studies from Asia, Oceania, Africa, Europe and the Americas. It will look at local, national and international environmental issues ranging from the ecological toll of regional industries and agricultural practices to the environmental costs of economic globalization, from water pollution and soil depletion in communities to global warming.

Prerequisite: ENVS 101 with a minimum grade of D.

ENVS 202. Introduction to Environmental Humanities. 3 Hours.

This course is an introduction to the interdisciplinary study of environmental issues in the humanities, including philosophy, art history, literature, film, history and religion. Through the study of the ways in which the environment is represented in literature, art, and film, we will attempt to understand the central role that human environmental perceptions have played and continue to play in creation of both sustainable and unsustainable relations with nature.

Prerequisite: ENVS 101 with a minimum grade of D.

ENVS 203. Introduction to Environmental Science (with lab). 4 Hours.

This course will be an introduction to the application of the scientific method to the study of the environment. It will focus on the interdependence of ecological systems, the sources of energy and cycles of resources in a variety of environments, and the forces affecting environmental change.

Prerequisite: ENVS 101 with a minimum grade of D.

ENVS 240. Quantitative Environmental Methods & Models (with lab). 4 Hours.

Students will develop quantitative and environmental literacy by analyzing real-world environmental situations and problems with the use of mathematics and statistics accessible to students with an intermediate algebra background. Students will learn how to use dynamic systems and geographical information systems to model and understand natural and social processes relevant to environmental issues and policy decisions.

Prerequisite: ENVS 101 with a minimum grade of D.

ENVS 280. Selected Topics in Environmental Studies. 1 to 4 Hours.

Selected topics in Environmental Studies at the introductory or intermediate level.

ENVS 312. US Environmental Policy. 3 Hours.

This course will provide an overview of environmental politics and policy in the United States. Students will explore public policy concepts and instruments and discuss how their application impacts environmental quality. Students will gain a strong grasp of American environmental problems, the ways people have (or have not) dealt with them, and what possibilities lie ahead in American environmental policy.

Prerequisite: ENVS 201 with a minimum grade of D or GOV 202 with a minimum grade of D.

ENVS 317. US Environmental History. 3 Hours.

This course will provide an overview of environmental history, focusing on the United States. Americans have shaped nature and been shaped by it? how has this relationship changed over time? Students will engage with key historical themes and perspectives, their roles in various eras of American history, and how they have shaped the world in which we now live. Required readings will support students' efforts to understand different interpretations of historic events and environmental problems. Students' written work will reflect their understanding of these perspectives and themes as well as the development of their own perception of environmental history.

Prerequisite: ENVS 201 with a minimum grade of D.

ENVS 320. Field Experience: Environmental Humanities & Social Sciences. 1 Hour.

Conjoining two focus courses in Environmental Studies into a learning community, this course engages students with central issues in American environmental history and literature. The learning community will embrace multiple perspectives on literature and the environment and examine how themes have changed and endured over time. It includes a weekly day-long field experience through various locales in the Carolinas.

Prerequisite: ENVS 201 with a minimum grade of D and ENVS 202 with a minimum grade of D.

Corequisite: ENVS 317 AND ENVS 327.

ENVS 326. Introduction to Environmental and Nature Writing. 3 Hours.

Serves as an introduction to the canon of American environmental/nature writing and will also develop in beginning students the practice of reflective writing. The course will introduce a familiarity with common themes, motifs, and characteristics of the genre. Readings will include short excerpts and a detailed study of a book-length work of environmental/nature writing.

Prerequisite: ENVS 101 with a minimum grade of D.

ENVS 327. Major Themes in Environmental Writing. 3 Hours.

This course examines major themes/metaphors (such as ecology, holiness, food chains etc.) in full texts from the important texts in the tradition of environmental writing.

Prerequisite: ENVS 202 with a minimum grade of D.

ENVS 330. Art & Earth: Materials, Processes, and Perceptions (with lab). 4 Hours.

Students will learn about geological and botanical origins of art materials through lecture, experimentation, and field experiences. Perceptions of nature will be addressed through review of artistic works. Students will present an artistic work of their own in a public forum.

Prerequisite: ENVS 203 with a minimum grade of D.

ENVS 332. Hydrology & Water Resources (with lab). 4 Hours.

A survey of water resource sciences including introductions to surface water (hydrology), ground water (hydrogeology), aquatic chemistry, and fresh water ecology. Use of quantitative models to describe and predict surface and ground water flow. Field and laboratory investigation of water distribution and quality.

Prerequisite: ENVS 203 with a minimum grade of D.

ENVS 333. Environmental Geology (with lab). 4 Hours.

The application of geological principles to understanding and solving problems associated with environment. Major environmental problems are associated with humankind's relationships with mineral and energy resources, water resources and geologic hazards. Laboratories will focus on small-scale research projects and field investigations.

Prerequisite: ENVS 203 with a minimum grade of D.

ENVS 336. Climate Change (with lab). 4 Hours.

Climate change examines the past, present, and future from an earth systems perspective. The scientific evidence of climate change will be examined along with dynamic models of climate systems. Scientific predictions of climate change will also be examined in addition to social, political, and economic perspectives on global warming.

Prerequisite: ENVS 203 with a minimum grade of D.

ENVS 341. Health & the Environment. 3 Hours.

Students will demonstrate knowledge and understanding of the relationship between the environment and humans along with the impact each has on the health of the other. Human health as impacted by the environment will be the main focus. This focus will include primarily physical health but will also address psychological, emotional and spiritual health. Human activities that result in environmental factors that in turn affect human health will be addressed. Junior or senior class standing required.

ENVS 348. Developing the Capstone Proposal. 1 Hour.

A seminar course required of all Environmental Studies majors in either the fall or spring term of their junior year. Bi-weekly meetings will guide students through the process of exploring, focusing and defining their individual area of concentration and developing a detailed capstone proposal. The proposal will be for their capstone project to be conducted in ENVS 449. Proposal development will be a group process involving critical discussion and peer review. By the end of the seminar, each student will have a finished proposal.

ENVS 400. Regional Environmental Problems (with lab). 4 Hours.

An interdisciplinary elective in which advanced students blend knowledge and interest from their major fields with the methodology and perspectives of earth science to understand regional environmental systems and problems. The course is designed as a bridge between the cultures of the scientist and the humanist.

ENVS 449. Senior Capstone Project. 3 Hours.

This course will require students to complete a substantial project in Environmental Studies.

Prerequisite: ENVS 348 with a minimum grade of C.

ENVS 450. Environmental Studies Senior Seminar. 3 Hours.

The final course required for majors and minors will focus on a particular environmental problem or topic. Guest speakers will address facets of the assigned problem or topic over the course of the semester. The seminar will meet for discussion on days when speakers are not scheduled.

Prerequisite: ENVS 201 with a minimum grade of D and ENVS 202 with a minimum grade of D and ENVS 203 with a minimum grade of D and ENVS 449 with a minimum grade of D.

ENVS 480. Advanced Topics in Environmental Studies. 0 to 4 Hours.

Selected topics in Environmental Studies at an advanced level.

Finance Courses

FIN 280. Selected Topics in Finance. 1 to 4 Hours.

This listing covers a variety of topics. Ordinarily, these offerings require few, if any, prerequisites and do not count toward fulfillment of the Finance major. Offered on occasional basis.

FIN 321. Business Finance. 3 Hours.

A study of the fundamental concepts in financial management, including present value, stock and bond valuation, financial analysis and forecasting, capital budgeting, and long-term financing alternatives. Students majoring or minoring in Accounting or Finance must earn a grade of C or better. Offered every semester.

Prerequisite: ACCT 211 with a minimum grade of D and MATH 140 with a minimum grade of D.

FIN 411. Investments. 3 Hours.

A study of investment alternatives such as stocks, bonds, options, and futures, and of the markets which provide for trading in these instruments. Modern portfolio theory is studied and applied using groups of investment possibilities. Using a computer software package, students construct several portfolios and track their performance throughout the semester. Offered every semester.

Prerequisite: ACCT 211 with a minimum grade of C and FIN 321 with a minimum grade of C.

FIN 415. Bank Management. 3 Hours.

An introduction of the theory and practice of commercial bank management. It covers topics such as bank regulation, managing deposits and loans, credit evaluation, raising capital, and bank operations. Offered every semester.

Prerequisite: ACCT 211 with a minimum grade of C and FIN 321 with a minimum grade of C.

FIN 420. Cases in Finance. 3 Hours.

A study of advanced topics in finance, particularly corporate finance, using the business case methodology. Offered annually.

Prerequisite: ACCT 211 with a minimum grade of C and FIN 321 with a minimum grade of C.

FIN 435. Real Estate Analysis. 3 Hours.

An introduction to real estate analyses emphasizing discounted cash flow methods, financing alternatives, tax implications, and uncertainty. Offered every semester.

Prerequisite: ACCT 211 with a minimum grade of C and FIN 321 with a minimum grade of C.

FIN 440. International Finance. 3 Hours.

A course covering the essentials of international finance, including international portfolio analysis, capital markets, investment instruments, and contemporary geopolitical events affecting foreign investments. Offered every semester.

Prerequisite: ACCT 211 with a minimum grade of C and FIN 321 with a minimum grade of C.

FIN 445. Financial Statement Analysis. 3 Hours.

This course helps students understand financial statements from management, shareholder, and creditor perspectives. Students will learn how financial statements are organized, are used by managers to improve company performance, and are used by investors in valuing companies and in evaluating potential investments. Cross-listed with ACCT 445. Offered every semester.

Prerequisite: ACCT 211 with a minimum grade of C and FIN 321 with a minimum grade of C.

FIN 450. Corporate Financial Analysis. 3 Hours.

Students will learn how to apply financial theory to analyze and resolve simple and complex business issues. Students will be provided with descriptions of business situations in which they will identify the important issues, identify and analyze various options for resolving these issues, and present recommended solutions supported by quantitative and qualitative justifications. Often these analyses will include the development of financial models. Offered spring semester.

Prerequisite: ACCT 211 with a minimum grade of C and FIN 321 with a minimum grade of C and (ACCT 411 with a minimum grade of D or ACCT 412 with a minimum grade of D or ACCT 413 with a minimum grade of D or ACCT 425 with a minimum grade of D or ACCT 426 with a minimum grade of D or ACCT 480 with a minimum grade of D or FIN 411 with a minimum grade of D or FIN 415 with a minimum grade of D or FIN 420 with a minimum grade of D or FIN 430 with a minimum grade of D or FIN 435 with a minimum grade of D or FIN 440 with a minimum grade of D or FIN 445 with a minimum grade of D or FIN 480 with a minimum grade of D).

FIN 461. Applied Investment Research: CFA Institute of Investment Research Challenge. 1 Hour.

In this course, students research and write an in-depth investment report on a public company selected by the CFA (Certified Financial Analysts) Institute. The students then present and defend their report to a panel of CFA judges in an intercollegiate competition in which graduate and undergraduate teams from colleges and universities in the region compete. The top-rated teams then compete in a regional final. Graded on a Pass/Fail basis. Instructor permission required. This course does not fulfill any major or minor requirements. Offered spring semester.

FIN 466. Applied Portfolio Management. 1 Hour.

In this course, students lead the research teams that make up the Student-Managed Investment Fund (James Fund). The research teams conduct monthly in-depth investment analysis of a security. The students then present and defend their findings to the entire James Fund membership. They also report annually to the Investment Advisory Committee of the Board of Trustees. Offered on a pass/fail basis. This course does not fulfill any major or minor requirements. Offered spring semester.

FIN 470. Independent Study in Finance. 1 to 3 Hours.

Independent study of selected topics in finance at an advanced level. Specific topics vary from semester to semester.

FIN 480. Advanced Topics in Finance. 1 to 4 Hours.

Topics and credits may vary from year to year. Offered on an occasional basis.

Prerequisite: ACCT 211 with a minimum grade of C and FIN 321 with a minimum grade of C.

French Courses

FREN 101. Beginning Active French. 3 Hours.

A comprehensive introduction to the four skills of the language: speaking, aural comprehension, reading, writing. Structure and communication skills are emphasized through extensive use of French in the classroom.

FREN 102. Beginning Active French. 3 Hours.

A comprehensive introduction to the four skills of the language: speaking, aural comprehension, reading, writing. Structure and communication skills are emphasized through extensive use of French in the classroom.

FREN 201. Intermediate Active French. 3 Hours.

An intensive review of the language, with emphasis on development of fluent oral skills, refinement of grammatical structure, vocabulary building, and expansion of reading and writing skills. Oral communication is stressed in class.

Prerequisite: FREN 102 with a minimum grade of C-.

FREN 202. Intermediate Active French. 3 Hours.

An intensive review of the language, with emphasis on development of fluent oral skills, refinement of grammatical structure, vocabulary building, and expansion of reading and writing skills. Oral communication is stressed in class.

Prerequisite: FREN 201 with a minimum grade of C-.

FREN 280. Selected Topics in French. 1 to 4 Hours.

The study of selected topics, at the introductory or intermediate level, in French.

FREN 303. Advanced French. 3 Hours.

Refinement of reading, writing, listening, and speaking skills aimed at moving the student toward advanced proficiency in French. The course stresses improvement in the student's ease and richness of expression, as well as increased awareness of levels of discourse and written expression of French as it is currently used. Conducted in French.

Prerequisite: FREN 202 with a minimum grade of C-.

FREN 304. The French World: France. 4 Hours.

A discovery of France and its social and cultural institutions through a study of contemporary issues and of differences and similarities between American and French attitudes, policies, and tastes. Conducted in French.

Prerequisite: FREN 303 with a minimum grade of C.

FREN 306. The French World: Africa, Europe, the Americas. 4 Hours.

An exploration of French-speaking areas of the world beyond the metropole, in selected nations or regions of Europe (Belgium, Switzerland), Africa (the Maghreb, West Africa), and the Americas (the Caribbean, Quebec). Focus is on the social and cultural institutions of non-French francophones and their concerns as expressed in a foreign idiom. Conducted in French. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

Prerequisite: FREN 303 with a minimum grade of C.

FREN 308. Introduction to French Literature. 3 Hours.

An introduction to French literature. The student learns reading techniques which illuminate the content of a text through an appreciation of style, syntax, and rhetorical device. Diverse literary genres are studied, including works of prose (fiction and nonfiction), poetry, and theater. At the same time, emphasis is placed on the historical, social, and cultural contexts of the chosen works. Conducted in French.

Prerequisite: FREN 303 with a minimum grade of C.

FREN 412. French Novel. 3 Hours.

Readings from selected texts that represent the evolution of the French novel. Attention is paid to technique and style, with emphasis also on the historical and social importance of each novel. The student also becomes familiar with a substantial corpus of critical literature. Conducted in French.

Prerequisite: FREN 308 with a minimum grade of C.

FREN 413. French Poetry. 3 Hours.

Study of a variety of texts from representative poetic movements from the 17th century through the 20th century. Emphasis is placed on poetry as a social and historical document and close attention is also paid to the evolution of poetic structure and technique. Conducted in French.

Prerequisite: FREN 308 with a minimum grade of C.

FREN 414. French Non-Fiction. 3 Hours.

A careful reading of selected major essays, journalistic articles and reviews, biographies and autobiographies, and other non-fictional texts by writers in French. The course focuses on important themes and perspectives of influential French authors, contemporary and historical, as well as on the basic elements and strategies of their prose styles. Conducted in French.

Prerequisite: FREN 308 with a minimum grade of C.

FREN 415. French Theater. 3 Hours.

A careful reading of representative texts of the French theater designed to acquaint the student with the different genres of theater and to teach the student to read critically. Conducted in French.

Prerequisite: FREN 308 with a minimum grade of C.

FREN 421. French Film Seminar. 4 Hours.

A study of French film as an art form. Using a representative sample of films as 'texts,' the course considers narrative processes, representational modalities, and the language of film (cinematographic techniques and devices). Other topics of consideration may include the contrastive analysis of literary and cinematic fictions; the cinematic depiction of social and cultural realities (film as cultural mirror, film as propaganda); the historical development of a national film industry; and the director as auteur. Conducted in French.

Prerequisite: FREN 308 with a minimum grade of C.

FREN 440. The Art & Craft of Translation. 3 Hours.

To enrich and deepen the student's understanding of different methods of written expression in French, the course focuses on expansion of the student's active and passive vocabulary and on the student's appreciation of the linguistic nuances that distinguish French language from English language. Conducted in French and English.

Prerequisite: FREN 303 with a minimum grade of C.

FREN 441. Advanced Grammar and Composition. 3 Hours.

This course is designated according to the ACTFL Revised Proficiency Guidelines to help students improve their control of French grammar in order to improve their composition and grammatical skills in French of different genres. The focus on grammar and writing skills will be supported by various listening and speaking activities. By the end of this course, students should be able to write in relatively sophisticated and accurate French on complex topics, converse about these same topics, and read authentic texts written in French with increasing ease. Conducted in French.

Prerequisite: FREN 303 with a minimum grade of C.

FREN 442. Oral Proficiency: Conversing and Interpreting in French. 3 Hours.

A practical approach to speaking French. Using a wide variety of spoken samples for listening practice and role-play tasks for speaking practice, the course examines the functions and contexts of oral proficiency levels from intermediate to superior abilities. The course also considers techniques of oral assessment and the nature of professional interpreting as a career. Conducted in French.

Prerequisite: FREN 303 with a minimum grade of C.

FREN 443. French Phonetics. 4 Hours.

An introduction to the International Phonetic Alphabet and its application to problems of correct phonetic utterance. Phonetic accuracy improves oral expression by the student and aural comprehension by the listener. Conducted in French and English.

Prerequisite: FREN 303 with a minimum grade of C.

FREN 480. Advanced Topics in French. 1 to 4 Hours.

The study of selected topics at the advanced level in French.

First-Year Inquiry Courses**FYI 101. First-Year Interaction Seminar. 1 Hour.**

Designed to engage all first-year students in the college, local, and global communities, the course establishes a foundation for the transition into Wofford College and the development of the whole person. It includes learning through theme-based inquiry, professional development, cultural events, and exploration of student strengths as the foundation.

Geography Courses**GEOG 201. Introduction to Geography. 3 Hours.**

A study of the fundamental concepts of geography and of how the natural environment (where people live) affects how people live.

GEOG 280. Selected Topics in Geography. 1 to 4 Hours.

Selected topics in Geography at the introductory or intermediate level.

GEOG 480. Advanced Topics in Geography. 1 to 4 Hours.

Selected topics in Geography at the advanced level.

German Courses**GER 101. Beginning Active German. 3 Hours.**

A comprehensive introduction to the four skills of the language: speaking, aural comprehension, reading, writing. Structure and communication skills are emphasized through extensive use of German in the classroom.

GER 102. Beginning Active German. 3 Hours.

A comprehensive introduction to the four skills of the language: speaking, aural comprehension, reading, writing. Structure and communication skills are emphasized through extensive use of German in the classroom.

GER 201. Intermediate Active German. 3 Hours.

An intensive review of the language, with emphasis on development of fluent oral skills, refinement of grammatical structure, vocabulary building, and expansion of reading and writing skills. Oral communication is stressed in class.

Prerequisite: GER 102 with a minimum grade of C-.

GER 202. Intermediate Active German. 3 Hours.

An intensive review of the language, with emphasis on development of fluent oral skills, refinement of grammatical structure, vocabulary building, and expansion of reading and writing skills. Oral communication is stressed in class.

Prerequisite: GER 201 with a minimum grade of C-.

GER 280. Selected Topics in German. 1 to 4 Hours.

The study of selected topics at the introductory or intermediate level in German.

GER 303. Advanced German. 3 Hours.

Modern short stories are the basis for discussions on a wide range of topics contrasting German and American cultural attitudes and the ways in which they are expressed. Written assignments are related to discussion topics. The course stresses application of grammar, idiomatic usage of German, and vocabulary acquisition, with the goal of moving the student toward advanced proficiency in German. Conducted in German.

Prerequisite: GER 202 with a minimum grade of C-.

GER 304. The German World. 3 Hours.

A discovery of Austria, Germany and Switzerland, their social, cultural, and political institutions, their geography and recent history through authentic listening and reading materials. Conducted in German.

Prerequisite: GER 303 with a minimum grade of C.

GER 306. Popular Culture and Traditions in Austria, Germany and Switzerland. 3 Hours.

An exploration of the historical development of popular culture in Austria, Germany, and Switzerland. Using representative samples of literary works, films, music, and fine arts, the course will examine the production, manifestation, and audience of popular culture. Outside influences that shape popular culture will also be discussed. Conducted in German.

Prerequisite: GER 303 with a minimum grade of C.

GER 308. Introduction to German Literature. 3 Hours.

Selected readings in poetry, drama, and prose introduce the student to the historical development of various literary genres and foster an appreciation of diverse styles and literary techniques. Conducted in German.

Prerequisite: GER 303 with a minimum grade of C.

GER 309. Business German. 3 Hours.

This course is designed to build speaking and oral comprehension skills, reading and writing skills, and cultural proficiency with a strong focus on business-German. The course concentrates on contemporary Germany, Austria, and Switzerland and will introduce students to essential aspects of business culture and practices in German-speaking countries.

Prerequisite: GER 303 with a minimum grade of C.

GER 370. Independent Study. 1 to 4 Hours.

Independent study of selected topics in German language, literature, or culture offered under the guidance of a member of the department. Permission of instructor required.

Prerequisite: GER 202 with a minimum grade of C.

GER 380. German Drama Workshop. 3 Hours.

Participation in German language drama productions.

GER 401. German Prose. 3 Hours.

A careful reading of selected texts by major German-speaking authors that trace the evolution of specific genres within German prose. The course surveys one of the major literary genres of either the German novel, the "Novelle," or the fairytale. The techniques and styles of major German authors are examined, with emphasis on their historical and social importance. Conducted in German.

Prerequisite: GER 308 with a minimum grade of C.

GER 402. German Theater. 3 Hours.

A careful reading of representative texts of the German theater designed to acquaint the student with the different genres of theater and to teach the student to read critically. Conducted in German.

Prerequisite: GER 308 with a minimum grade of C.

GER 403. German Expressionism. 3 Hours.

An interdisciplinary study of Expressionist literature, art, and culture that takes into account the political and historical relevance of its revolutionary time period. Using prose, drama, and poetry, as well as representative films of this period, the course explores the importance of these works as documents of turn-of-the-century European culture, the dawn of modernism, industrialism, and urbanization, as well as the political and social realities of pre-war, World War I, and "Weimar" Germany. Conducted in German.

Prerequisite: GER 308 with a minimum grade of C.

GER 404. German Contemporary Film Seminar. 4 Hours.

A study of German-speaking film as an art form. Using a representative sample of films as "texts," the course considers narrative processes, representational modalities, and the language of film (cinematographic techniques and devices). Other topics of consideration may include the contrastive analysis of literary and cinematic fictions, the cinematic depiction of social and cultural realities (film as cultural mirror, film as propaganda), the historical development of a national film industry, and the director as auteur. Conducted in German.

Prerequisite: GER 308 with a minimum grade of C.

GER 405. German Poetry. 3 Hours.

A careful reading of selected poems by major German-speaking authors, tracing the evolution of specific genres within German poetry. The authors' techniques and styles are examined, with emphasis on their historical and social importance. Conducted in German.

Prerequisite: GER 308 with a minimum grade of C.

GER 406. Multiculturalism and Diversity in the German-Speaking World. 3 Hours.

An exploration of the cultural and social diversity within Austria, Germany, and Switzerland. Selected literary texts, texts dealing with current events, and films about and by minority cultures will be studied. The course will examine how minorities adapt to and/or adopt the majority culture of the host country. Conducted in German. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

Prerequisite: GER 308 with a minimum grade of C.

GER 480. Advanced Topics in German. 1 to 4 Hours.

The study of selected topics at the advanced level in German.

Government Courses

GOV 202. Foundations of American Politics. 3 Hours.

An introduction to American national government emphasizing constitutional principles and the historical development of institutions and processes.

GOV 280. Selected Topics in Government. 1 to 4 Hours.

Selected topics in Government at the introductory or intermediate level.

GOV 310. American Political Development I. 3 Hours.

This is the first in a two course series in American Political Development, a subfield of Political Science dedicated to analyzing and explaining key transformative changes in the American political system including citizenship, political institutions, and political parties and movements. American Political Development I examines this evolution from the Founding to the Era of Reconstruction.

GOV 311. American Political Development II. 3 Hours.

This is the second in a two course series in American Political Development, a subfield of Political Science dedicated to analyzing and explaining key transformative changes in the American political system including citizenship, political institutions, and political parties and movements. American Political Development II examines this evolution from the Progressive Era (early 1900s) to today.

GOV 320. Leadership & Globalization in South Carolina. 3 Hours.

Students will learn how South Carolina is shaped by its global connections of culture, work and politics, and how leaders in all these fields attempt to shape those forces and with what results. Students will integrate a wide range of encounters with leaders, experiences, readings, teachings, films and student projects.

GOV 330. South Carolina Politics. 3 Hours.

This course will explore the political structure, political history and culture, and current issues in South Carolina.

GOV 331. The American Presidency. 3 Hours.

An examination of the sources of and constraints on Presidential authority, of the roles of the President in the United States and the world, and of the organization of the office and its advisory institutions and its relations with Congress and the Judiciary.

GOV 333. Southern Politics. 3 Hours.

This course examines the political culture, historical background, and current trends in the politics of the American South. The course consists of reading, discussion, lectures, and presentations by members of the seminar.

GOV 335. African American Politics. 3 Hours.

American political life is defined by two fundamental commitments: democracy and the protection of individual rights. The most notable conflicts in our nation's history have been those where the desires of a majority impede the rights of a minority. This course examines the struggle of African Americans for equal rights by studying both the political and civil rights movements, and also the legal battles for racial equality in the courts.

GOV 340. Public Administration. 3 Hours.

This course provides a working knowledge of the history, theories and practice of public administration in the United States at the national, state and local levels, and an introduction to careers in public management.

GOV 345. Health Care Policy & Administration. 3 Hours.

This course provides an overview of the U.S. health care system, its internal administration, and the evolution of federal and state policy. We focus on the political dynamics of public health care, and particularly on administration and policy formulation as it affects private insurers, Medicare and Medicaid, and changes wrought by the Patient Protection and Affordable Care Act. The course draws on lectures by experts in the public health sector and examines the growing body of administrative and public policy literature in this area. No disciplinary background is assumed, nor is any special familiarity with the field of health care required.

GOV 391. Classical Political Thought. 3 Hours.

A study of the political philosophy of the ancients through close reading and discussion of selected texts of the major authors.

GOV 392. Modern Political Thought. 3 Hours.

A study of the political philosophy of the moderns through close reading and discussion of selected texts of the major authors beginning with Machiavelli.

GOV 411. Constitutional Law of the United States. 3 Hours.

An overview of the major areas of American constitutional law emphasizing the reading and analysis of cases and the natural and common law background of the Constitution.

GOV 434. Statesmanship of Lincoln. 3 Hours.

A study of Abraham Lincoln's entire political career with the aim of coming to an informed critical judgment about his political prudence and moderation in preserving and improving American constitutional democracy.

GOV 435. Contemporary Political Thought. 3 Hours.

A study of the most important political questions and movements of thought shaping the post-modern age through the reading of texts chosen by the instructor.

GOV 436. Statesmanship of Winston Churchill. 3 Hours.

A study of statesmanship through the career of Winston S. Churchill.

GOV 437. Politics and Literature. 3 Hours.

The teachings of the greatest poets about politics.

GOV 440. American Political Thought. 3 Hours.

An examination of the origin and development of major American political ideas as revealed in political essays, letters, and novels. (Counts in Division A or C.).

GOV 447. World Politics Project. 0 Hours.

For students majoring in Government who return from an approved semester abroad program and wish to earn the World Politics Concentration, this course is the vehicle for completing a paper or project on a topic of interest that arose from the experience abroad.

GOV 450. Senior Directed Study. 1 to 3 Hours.

Intensive guided study and research on selected topics in any field of political science. The instructor, in consultation with the student, will establish the subject for study and the requirements. Enrollment normally is limited to seniors majoring in Government who are of high academic standing.

GOV 470. Independent Study in Government. 1 to 3 Hours.

Independent study of selected topics in government at an advanced level. Specific topics vary from semester to semester.

GOV 480. Advanced Topics in American Government. 1 to 4 Hours.

Selected topics in the functions, policies, organization, and theory of American government. Subject matter varies.

GOV 495. Advanced Topics in Political Theory. 1 to 4 Hours.

Selected topics in political theory. Subject matter varies.

GOV 500. Honors Course. 3 Hours.

At the discretion of the faculty, students may undertake a six-hour independent course of study in the senior year in order to broaden their educational experience within their major area of study. Students must meet specific GPA standards and arrange a faculty sponsor. The honors course criteria are outlined in the Academic Honors portion of the catalog.

Gender Studies Program Courses

GSP 301. Introduction to Gender Studies. 3 Hours.

The course introduces basic topics, concepts and theories from the field of Gender Studies through an interdisciplinary and intercultural analysis of gender roles and their intersection with other social constructs such as race, class, sexuality, religion or disability. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

GSP 448. Capstone Project: Gender Studies. 3 Hours.

Designed by the student, the Capstone Project combines an understanding of gender theory with study in two disciplines. The product of the project may take the form of a traditional research paper of 20-30 pages, but works of fiction or drama, field studies, multi-media presentations, or other formats are acceptable, subject to the approval of the coordinators. Products other than research papers must be accompanied by bibliography of sources and a 5-10 page statement explaining goals, results, and research methods. Students will work closely throughout the semester with two faculty advisors and will defend the results of their projects before a committee of three faculty members: two who teach courses in the program and one outside reader. At least one committee member will be a program coordinator. The defense will be open to the Wofford community. Prerequisite: Instructor permission.

Prerequisite: ENGL 339 with a minimum grade of D or ENGL 345 with a minimum grade of D or ENGL 445 with a minimum grade of D or GSP 301 with a minimum grade of D or HIST 389 with a minimum grade of D or PHIL 303 with a minimum grade of D or PHIL 315 with a minimum grade of D.

History Courses

HIST 100. History of Ancient and Medieval Western Civilization to 1350. 3 Hours.

A basic survey of Western Civilization from Antiquity to the Italian Renaissance.

HIST 101. History of Early Modern Western Civilization to 1815. 3 Hours.

A basic survey of Western Civilization from the Renaissance to 1815.

HIST 102. History of Modern Western Civilization Since 1815. 3 Hours.

A basic survey of Western Civilization since 1815.

HIST 201. History of the United States, 1607-1865. 3 Hours.

A basic survey of American history from the settlement at Jamestown to the surrender at Appomattox.

HIST 202. History of the United States Since 1865. 3 Hours.

A basic survey of American history from Reconstruction to the present.

HIST 220. American Military History. 3 Hours.

American military history from colonial times to the present, focusing on the development of American military institutions, the role of the military in American society, impact of strategic thought and technological development upon the armed forces, and the American experience in armed conflict.

HIST 260. Historiography and Research Methods. 3 Hours.

An introduction to the concept of historiography (i.e. the history of history) and guidance through selected schools of historical thought. The course also provides instruction in basic research methods, including technology-based research.

HIST 280. Selected Topics in History. 1 to 4 Hours.

Selected topics in United States history at the introductory or intermediate level.

HIST 291. Modern Middle East. 3 Hours.

A study of the Middle East, with special attention given to the 19th and 20th centuries. Major themes include Islam and traditional Middle Eastern society and culture, the impact of Western imperialism in the Middle East, and the effort to build strong and independent nations out of the remnants of the Ottoman, French, and British empires. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

HIST 292. Modern East Asia. 3 Hours.

A survey of the history of East Asia since the beginning of the 19th century with particular attention given to Asia's encounter with the West. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

HIST 293. History of the Peoples of Sub-Saharan Africa. 3 Hours.

Survey of African history from pre-history to present. Themes include the role of the environment; interactions of ethno-linguistic groups; African Diaspora; the impact of Islam and European imperialism on African peoples; and decolonization and state formation in the 20th century. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

HIST 294. History of Slavery and Slave Societies. 3 Hours.

An introduction to the slave trades, varieties of enslavement, and major slave societies around the globe from the Ancient Mediterranean to the persistence of human trafficking into the 21st century. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

HIST 296. Colonial Latin American History. 3 Hours.

A study of the pre-Columbian and colonial eras of Latin American history examining the economic, political, and social aspects of colonial life, looking in particular at the adaptation of Spanish and Native American institutions to the new colonial reality. Study also includes the formation of ethnic and national identities between the 16th century conquest and the independence movements of the early 19th century. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

HIST 297. Modern Latin American History. 3 Hours.

An examination of Latin American history since Independence focusing upon the continuing issues of ethnicity and race relations, as well as the impact of global capitalism on Latin America. Emphasis is also placed on rural and urban social movements, peasant rebellions, political developments, and the relations of Latin American nations with the United States. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

HIST 305. South Carolina. 3 Hours.

Selected topics in the history of South Carolina from the colonial period to modern times.

HIST 307. History of the American South to the Civil War. 3 Hours.

A cultural, economic, and social history of the South from 1820 to the Civil War.

HIST 308. History of the American South since the Civil War. 3 Hours.

A cultural, economic, and social history of the South since the Civil War.

HIST 309. Colonial North America to 1763. 3 Hours.

A study of American colonials as members of the British Empire, as settlers of the new frontier, and as innovators in institutions and ideas.

HIST 310. Era of the American Revolution, 1763-1800. 3 Hours.

The course emphasizes the social and intellectual dimensions of the Revolutionary era, from initial economic and political conflicts within the Empire, to the War for Independence and its impact in the Atlantic World, and the creation of a federal Constitution and a viable republic.

HIST 311. Topics in American Social History. 3 Hours.

Explorations in American society, thought, and culture.

HIST 314. American Civil War. 3 Hours.

A study of the Civil War years, 1861-1865.

HIST 316. Topics in African-American History. 3 Hours.

A study of various themes in the history of African Americans with special emphasis on slavery or the 20th century.

HIST 317. The American Frontier. 3 Hours.

A survey of the settlement of the American frontier from the colonial period to the present, with particular emphasis on the settlement of the trans-Mississippi west from 1803-1890.

HIST 318. American Legal History. 3 Hours.

Introduction to landmark cases in American legal history and their social implications. Topics include heritage of English law, free speech, the Constitution and the Supreme Court, slavery and civil rights, gender and identity, the law and scientific enquiry, and terrorism.

HIST 319. History of American Women. 3 Hours.

An exploration of the experience of women in their public and private roles throughout American history.

HIST 320. American Diplomatic History. 3 Hours.

A history of American foreign policy from national independence to the status of international power, with particular focus on the 20th century.

HIST 325. America Since 1945. 3 Hours.

An examination of the major trends of recent American history, from the end of World War II to the present. Among the major areas of attention are the origins and perpetuation of the Cold War competition with the Soviet Union and the subsequent rise of the national security state, the consolidation and expansion of the limited welfare state, the Civil Rights movement and the Women's movement, the Vietnam War and the social upheaval of the 1960s, the crisis of confidence of the 1970s, and the Reagan revolution of the 1980s.

HIST 330. Rome in the Late Republic. 3 Hours.

The Late Roman Republic is one of the most culturally rich and well documented periods of the ancient world. This course focuses on political history, from early social upheaval, through the civil wars, political divisions and wrangling, to the ascension of the first Roman emperor. We will study first-hand accounts from this period such as letters, court speeches, and campaign narratives, in order to address the question, why did the Roman Republic fall?.

HIST 331. Periclean Athens. 3 Hours.

This class examines Athens in the age of Pericles, from the end of the Persian Wars in 479 to the death of Socrates in 399. It focuses particularly on the *pentekontaetia*, the fifty years of Athenian peace and hegemony, in which Athens' ambitious foreign policy turned her into an Empire, while at home the Athenians refined their burgeoning democracy and enjoyed the arts. Students will gain an appreciation of Athens' history and culture, reading the historical narratives of the period but also various tragedies, political comedies, and philosophy. In the final weeks students will follow the Athenians through the Peloponnesian war to their defeat, subsequent tyrannical oligarchy, and finally their decision to try and execute the philosopher Socrates.

HIST 332. The Early History of Rome. 3 Hours.

This course tracks Rome's early history from its origins in the 8th century to the end of the Middle Republic in 133 BCE. Students will discuss topics such as the foundation of the city of Rome, the semi-mythological history of the early period, and the Punic Wars, while learning to weigh diverse bodies of evidence such as epigraphy and material culture in order to engage with the cultural, religious, and military landscape of the Republic.

HIST 333. The World of Alexander the Great. 3 Hours.

An examination of the life and times of Alexander the Great, beginning with the conquests of Philip II, Alexander's father, and ending with the study of the Hellenistic world that Alexander left in the hands of his successors. We will examine Alexander's campaign, including battles, tactics logistics, personal friendships and free-speaking Macedonian military culture, and address the vexed question of Alexander's "greatness": Why he is a hero to some, and an irresponsible hedonist to others?.

HIST 334. The Roman Empire. 3 Hours.

An exploration of the history of the Roman Empire from the ascension of Augustus to the fall of the Empire in the West. Students will engage with issues such as the process of "Romanization" brought about by Rome's expansion, whether she had or maintained a grand strategy, and the culture of Rome, including marginalized groups such as women and slaves.

HIST 335. Warfare in the Ancient World. 3 Hours.

This course traces the history of ancient warfare from the origins of military thought in Greece to the 6th century A.D. Students will engage with ancient writers on military subjects and explore themes such as strategy and composition of ancient armies.

HIST 340. The Early and High Middle Ages (400-1200). 3 Hours.

Beginning with the decline and fall of the Roman empire, an examination of the 'Dark Ages' of the early medieval period and the Christianization of Western Europe after the fall of Rome. The course also looks at the Carolingian empire, Islamic Spain, Viking expansion, the Norman conquest of England, the culture of the High Middle Ages, and the so-called 'twelfth-century renaissance.'

HIST 341. The Late Middle Ages and Renaissance (1100-1500). 3 Hours.

An examination of life just before and during what is generally held to have been one of the greatest social, cultural, and intellectual events in Western history 'the Italian Renaissance. Special attention is given to late medieval society and the Black Plague, as well as to the social and economic conditions that gave rise to the Italian Renaissance. The latter part of the course focuses on the culture of the Renaissance and its export to Northern Europe and on the impact of the Renaissance on European history.

HIST 350. The Reformation and Counter Reformation (1400-1688). 3 Hours.

An examination of the social, political, and religious causes of the Reformation in the 16th century. The course focuses as well on the changes made to European Christendom during the Reformation era and on the similarities and differences among different sects. Emphasis is placed on the reform of the existing church as both a self-motivated Catholic Reformation and as a response to Protestantism.

HIST 351. Witchcraft and Magic in Early Modern Europe. 3 Hours.

A study of the intellectual and cultural origins of the European Witch Craze of the sixteenth century. The course will focus on changing views of witchcraft and folk belief during the sixteenth century and examine how attitudes toward witchcraft continued to change throughout the early modern period in the context of the Reformation, Catholic Reformation and Enlightenment.

HIST 360. Europe from Louis XIV to the French Revolution (1600-1800). 3 Hours.

Focusing chiefly on France, a study of European society between 1600 and 1799, with emphasis on social and political developments, in particular the rise of absolute monarchy and the modern state. In addition, study includes the so-called Scientific Revolution and the intellectual culture of the Enlightenment, as well as the economic, social, and political crises that preceded the French Revolution. The end of the course focuses on the French Revolution itself.

HIST 370. Europe in the Age of Revolutions, 1789-1850. 3 Hours.

A survey of the revolutions in Europe, beginning with the French Revolution and continuing through the revolutionary movements of 1848-50. This course addresses the political, social, economic, and cultural pressures both leading to and resulting from revolutions.

HIST 371. Europe in the Age of Anxieties, 1850-1914. 3 Hours.

A survey of the pressing cultural and social issues of Europe after the end of the revolutionary period covered in History 370. Major themes include the effects of Darwinian science, the growth of empire, changes in gender roles, and the rise of mass culture.

HIST 378. Imperial Russia. 3 Hours.

A survey of the growth of modern Russia, both geographically and politically. Beginning with the westernization of Russia under Peter the Great, this course reviews the social and political transformation of the country in the 18th and 19th centuries. The ultimate goal is to examine explanations for the Communist Revolution of 1917.

HIST 380. Selected Topics in History. 1 to 4 Hours.

Selected problems, periods or trends for intensive study and reading.

HIST 381. World War, Fascism, and Modernism: Western Europe, 1914-1945. 3 Hours.

A survey of the crucial events that defined the 20th century for Europe and the rest of the world. This course examines the origins and effects of World War I, the nature of fascism as it developed in Italy and Germany, and the different meanings of modernism and modernity as it developed in this period. It then turns to the "crisis of democracy" that emerged with the Great Depression that eventually yielded another world war along with the Holocaust.

HIST 382. Western Europe in the Age of the Superpowers, 1945-1991. 3 Hours.

A survey of Western Europe in the half century after World War II, with attention to the Cold War, the welfare state, decolonization, youth rebellion, and the development of the European Union.

HIST 383. Tudor-Stuart Britain. 3 Hours.

A survey of the major political, social, and religious upheavals in England and Scotland during this period, focusing on the establishment of parliamentary monarchy and the break from the Catholic Church.

HIST 384. Modern Britain. 3 Hours.

A survey of the emergence of Britain as an island empire, covering the period of 1715 to the present. Major themes include the transfer of political power from monarchy to parliament, the growth of class society, the development of imperial identity, and the loss of international power after the two world wars.

HIST 385. Women in European History. 3 Hours.

A survey of the changing models of female and male identity in Europe since approximately 1500, including the development of both 'separate sphere' ideologies and various suffrage movements.

HIST 386. History of Science. 3 Hours.

A survey of the major developments in western scientific thought since the Renaissance. There are no prerequisites. Science, social science and humanities students are encouraged to enroll.

HIST 387. History of Medicine. 3 Hours.

This course will provide a survey of the major changes and developments in Western medicine and healthcare leading up to the present day, focusing on both their social and scientific contexts.

HIST 388. Modern Germany. 3 Hours.

An examination of crucial eras in modern German history, from the beginning of political modernization in the 17th century to division and then reunification of Germany at the end of the 20th.

HIST 389. Modern Intellectual History. 3 Hours.

A survey of the most important themes in intellectual history since the end of the 19th century. The focus of the course will be such important bodies of thought as positivism, Marxism, psychoanalysis, existentialism, and poststructuralism. This course serves as a core course of the gender studies program, and so special attention will be paid to feminist thought and gender analysis.

HIST 460. Visiting Jones Professor: History of the United States. 3 Hours.**HIST 465. Visiting Jones Professor: European and Non-Western History. 3 Hours.****HIST 470. Independent Study in United States History. 3 Hours.**

Opportunity is offered to the student to develop projects of special interest. Such projects are to be approved by the instructor at least six weeks prior to registration day. After approval of the topic, the student is expected to engage in general bibliographical study, to participate in conferences with the instructor, to report on reading, and to produce papers as directed by the instructor.

HIST 475. Independent Study in European or Non-Western History. 3 Hours.

Same as History 470, except in a European or non-Western field.

HIST 480. Advanced Seminar in United States History. 1 to 4 Hours.

Selected problems, periods, or trends for intensive study and extensive reading.

HIST 490. Advanced Seminar in European and non-Western History. 3 Hours.

A seminar on selected problems, periods or trends for extensive reading, discussion, and writing in a seminar format.

HIST 500. Honors Course. 3 Hours.

At the discretion of the faculty, students may undertake a six-hour independent course of study in the senior year in order to broaden their educational experience within their major area of study. Students must meet specific GPA standards and arrange a faculty sponsor. The honors course criteria are outlined in the Academic Honors portion of the catalog.

Humanities Courses

HUM 101. Freshman Seminar in Humanities. 3 Hours.

A course designed to engage students, during their first semester, in small-group seminars in humanistic inquiry, with special attention given to value questions and issues. The course includes substantial reading and group discussion, considerable work on English composition skills (comparable to that typically encountered in first-semester college English courses), and the writing of numerous short essays and other papers. Sections of the course are taught by members of the departments of English language and literature, fine arts, foreign languages, history, philosophy, and religion. Required of all incoming first-year students.

HUM 240. Medicine & Literature. 3 Hours.

This course provides an examination of the rich literature surrounding the issues of healthcare and the medical profession. Issues of illness, health, medical science, violence, and the body are examined through literary and cultural texts. Cross-listed with ENGL 347.

HUM 250. Globalization & Change in the American South. 3 Hours.

An interdisciplinary course in which students will engage the American South in its current and historically analogous global linkages. These linkages generate rapid change, frustrating stasis, and profound human drama. Prominent themes include: im/migration (in, out, white, black and other), work, land, politics, war and culture. Students will integrate a wide range of encounters and experiences, readings, teachings, films and student projects. Must be taken in conjunction with GOV 320.

Corequisite: GOV 320.

HUM 280. Selected Topics in Humanities. 1 to 4 Hours.

Selected topics in Humanities at the introductory or intermediate level.

HUM 300. Understanding Civic Engagement. 3 Hours.

This sophomore-level seminar will help students explore and understand their relationships with the communities—local, national, and global—in which they live. Students will learn about the many types of civic engagement possible in the modern world. They will become familiar with past debates over civic engagement and change; they will develop skills in understanding and acting upon the multiple complex messages of change and engagement in today's world; and they will gain a fuller understanding of participatory democracy and civic literacy through a variety of class projects.

HUM 350. Junior Humanities Seminar: Civic Engagement in Practice. 3 Hours.

This junior level seminar helps students explore and understand their relationships with the communities—local, national and global—in which they live. Students will learn about the many types of civic engagement and change; develop skills in understanding and acting upon the multiple complex messages of change and engagement in today's world; and gain a fuller understanding of participatory democracy and civic literacy through a variety of class projects.

HUM 469. Developing the Capstone Proposal. 1 Hour.

A seminar course required of all Humanities majors in the semester preceding their capstone project. Weekly meetings with the instructor and with library faculty will guide students through the process of developing a detailed capstone proposal for HUM 470. Proposal development will be a group process involving critical discussion and peer review. By the end of the seminar, each student will have a finished proposal to include a preliminary thesis statement, an annotated bibliography, and a brief essay on their proposed project. This is a required prerequisite for HUM 470.

HUM 470. Independent Study. 3 Hours.

A study of some specific topic which integrates and focuses course work a student has done in the humanities major. Normally it is directed by the committee which guided the student's major. Open only to seniors majoring in Humanities. Offered every year.

Prerequisite: HUM 469 with a minimum grade of D.

HUM 475. Independent Study in Interdisciplinary Learning Communities. 3 Hours.

This course provides an opportunity for students to revisit, in a larger interdisciplinary context, values and issues questions derived from their experience in previous humanities classes. Students will work with faculty in the development and implementation of interdisciplinary learning communities; they will facilitate classroom discussions, aid in preparing and analyzing evaluation materials, and produce a substantial final project reflecting on their experience.

HUM 480. Advanced Topics in Humanities. 1 to 4 Hours.

Study of significant ideas, issues, or themes using a multidisciplinary approach pursued through a variety of media. May be offered by any member of the humanities faculty, subject to the approval of the Coordinator. Not open to freshmen. Topics and prerequisites vary.

HUM 495. Presidential Seminar. 1 to 3 Hours.

This seminar was conceived as both a capstone experience in the liberal arts and in recognition of graduating seniors distinguished for their academic achievement and their contributions to the college community. Participants, nominated by their departments and selected by Wofford's president, become part of a semester-long colloquium involving not only themselves and that of two moderators, but various Wofford faculty members, alumni, and friends of the college are invited to join individual sessions.

Intercultural Studies Courses**ICS 280. Selected Topics in Intercultural Studies. 0 to 4 Hours.**

Selected topics in Intercultural Studies at the introductory or intermediate level.

ICS 470. Independent Study. 1 to 4 Hours.

A course in which the student pursues independently, under the guidance of a member of the department, a specific topic of interest.

ICS 475. Presidential Scholarship. 1 to 15 Hours.

Selected by the President of the college, the recipient(s), known as the Presidential International Scholar and Presidential Global Studies Scholar(s), is/are expected to plan a program of research and experience in the developing world. This special opportunity is intended to expose students to diverse world cultures and some of the problems which define the contemporary world. Instructor permission required.

ICS 480. Advanced Topics in Intercultural Studies. 0 to 4 Hours.

Selected topics in Intercultural Studies at the advanced level.

ICS 500. Honors Course. 3 Hours.

At the discretion of the faculty, students may undertake a six-hour independent course of study in the senior year in order to broaden their educational experience within their major area of study. Students must meet specific GPA standards and arrange a faculty sponsor. The honors course criteria are outlined in the Academic Honors portion of the catalog.

International Affairs Courses**INTL 203. Foundations of World Politics. 3 Hours.**

A historical, philosophical, and topical foundation in international relations and comparative politics, and an introduction to essential research skills.

INTL 260. Comparing States & Societies. 3 Hours.

This course will examine major questions in comparative politics, such as why have some countries been much more successful at achieving economic development than others? The course emphasizes the political systems and unique histories and economic situations of Iran, China, India, Nigeria, and Russia.

INTL 280. Selected Topics in International Affairs. 1 to 4 Hours.

Selected topics in international affairs at the introductory or intermediate level.

INTL 360. European Politics. 3 Hours.

A study of the politics of selected European states in historical perspective. Other topics in European politics may also be covered.

INTL 361. Middle East Politics. 3 Hours.

A study of the contemporary politics of the Middle East, including domestic politics, foreign relations, the role of oil, the origins and impact of terrorism, and the dramatic encounter of cultures in the region. Successful completion of this course satisfies the Cultures and Peoples requirements for graduation.

INTL 362. China: Politics, Economy and Foreign Relations. 3 Hours.

A survey of the rise of modern China as a major power, with particular emphasis on its politics, economy, and foreign relations. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

INTL 363. African Politics. 3 Hours.

Explores the internal and international politics of sub-Saharan Africa within its rich cultural, economic, humanitarian, and historical contexts, and also addresses special issues such as failed states, humanitarian intervention, HIV/AIDS and other health issues, and demographic trends specific to Africa. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

INTL 364. Russia & Its Neighbors. 3 Hours.

This course will examine the politics, economics, and foreign policy of Russia and other postcommunist states in Central Asia and Europe. The class will investigate the relationship between Russia and its neighbors, the common experience of communism and postcommunism, and questions about democracy and authoritarianism. Along with studying Russia in detail, we will also examine cases of successful political and economic transition, cases of failed political transitions, and inconclusive cases.

INTL 381. The Bomb: Nuclear Weapons Past, Present and Future. 3 Hours.

This course will provide a survey of the historical, development, deployment, spread and control of nuclear weapons worldwide, and will examine the evolving contemporary debate on their significance, potential uses, and the means for restraining their further proliferation.

INTL 382. Global Issues. 3 Hours.

A study of major global issues, such as Third World poverty, the population explosion, hunger in the poor countries and food consumption in the rich countries, energy use and supplies, environmental deterioration, the appropriate and inappropriate uses of technology, and alternative futures.

INTL 383. Revolutions & Regime Change. 3 Hours.

This class will examine the causes and effects of revolutions and regime transitions. In order to understand the complexities and nuances of revolutions and transitions, we will study cases from the 2011 Arab Spring and other regions, including East Europe, Asia, and Latin America. The multi-region approach allows for cross-cultural testing of the theories of regime change and a more nuanced investigation of the causes and consequences of major political, economic, and social change. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

INTL 420. American Foreign Policy. 3 Hours.

A study of the forces and factors involved in the formulation and implementation of contemporary United States policy.

INTL 421. International Conflict. 3 Hours.

A study of war and the use of force in international affairs with emphasis on the causes of international conflict.

INTL 422. Empire. 3 Hours.

A survey of the history, politics, and interaction of various modern empires in world politics. In addition, an inquiry into the debate about America as an empire.

INTL 423. NGOs in World Politics. 3 Hours.

An exploration of the changing roles and influence of non-governmental organizations (NGOs) in world politics, with case studies including human rights, hunger relief, environmentalism, population control, women's rights, democratization, peacemaking, and inter-religious dialogue.

INTL 424. Politics of the United Nations. 3 Hours.

A study of the evolution of the United Nations, its activities and impact, its use and misuse by member states and other actors, how both the world and the United States need the UN, and the potential for UN adaptation to change.

INTL 425. America & the Global Economy. 3 Hours.

This course provides a survey of the politics of the global economy with emphasis on historical developments, concepts, theoretical perspectives, institutions, and contemporary topics. Substantial emphasis is placed on America's role in the global economy, though other economic powers, including the European Union, China, Japan, and India are also examined.

INTL 450. Senior Directed Study. 1 to 3 Hours.

Intensive guided study and research on selected topics in any field of international affairs. The instructor, in consultation with the student, will establish the subject for study and the requirements. Enrollment normally is limited to seniors majoring in Government or International Affairs who are of high academic standing.

INTL 470. Independent Study in International Affairs. 1 to 3 Hours.

Independent study of selected topics in international affairs at an advanced level. Specific topics vary from semester to semester.

INTL 490. Advanced Topics in International Affairs and Comparative Government. 1 to 4 Hours.

Selected topics in international and comparative politics. Subject matter varies.

INTL 500. Honors Course. 3 Hours.

At the discretion of the faculty, students may undertake a six-hour independent course of study in the senior year in order to broaden their educational experience within their major area of study. Students must meet specific GPA standards and arrange a faculty sponsor. The honors course criteria are outlined in the Academic Honors portion of the catalog.

Internship, Apprentice Program Courses

INTR 301. Internship, Apprentice Program. 1 Hour.

Offered as an option within the Apprenticeship Program, this class enables students to earn one credit hour for an internship experience. Students will secure their own internship and complete a minimum 40 hours of work. This course is for internships prior to the junior year and is offered fall, spring and summer. Instructor permission is required.

INTR 401. Internship, Apprentice Program. 1 Hour.

Offered as an option within the Apprenticeship Program, this class enables students to earn one credit hour for an internship experience. Students will secure their own internship and complete a minimum 40 hours of work. This course is for internships prior to the senior year and is offered fall, spring and summer. Instructor permission is required.

Latin Amer Caribbean Studies Courses

LACS 280. Selected Topics in Latin American & Caribbean Studies. 1 to 4 Hours.

Selected topics in Latin American & Caribbean Studies at the introductory or intermediate level.

LACS 320. Americas Seminar I. 4 Hours.

An interdisciplinary seminar focusing on the historical, political, social, and cultural interrelationships of the nations in our hemisphere. It concentrates on the historical and cultural foundations of Latin America and the Caribbean and explores the topics of race and identity, rural and urban life, authoritarianism and democracy, and national development. The course is conducted in English. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

LACS 321. Americas Seminar II. 4 Hours.

An interdisciplinary seminar focusing on the historical, political, social, and cultural interrelationships of the nations in our hemisphere. It concentrates on Latin American women, revolution, problems of sovereignty, and the Latin American and Caribbean presence in the United States. The course is conducted in English and may be taken independently of 320. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

LACS 420. Senior Capstone. 3 Hours.

The Senior Capstone is designed to help students focus and integrate their knowledge of Latin America and the Caribbean. Each student will complete an independent research project focusing on a specific problem or region from an interdisciplinary perspective. Students will meet together periodically to share results of their research.

Prerequisite: LACS 320 with a minimum grade of D and LACS 321 with a minimum grade of D.

LACS 480. Advanced Topics in Latin American & Caribbean Studies. 1 to 4 Hours.

Selected topics in Latin American & Caribbean Studies at the advanced level.

Latin Courses

LATN 101. Elementary Latin I. 3 Hours.

An introduction to the language of ancient Rome. Students will build basic skills in Latin vocabulary, grammar, and syntax, along with a beginning knowledge of ancient Roman history and culture. Students will acquire basic skills in parsing, translating, and interpreting Latin sentences and paragraphs.

LATN 102. Elementary Latin II. 3 Hours.

This course is the second half of an introduction to the language of ancient Rome. Students will build upon basic skills in Latin vocabulary, grammar and syntax, and students will translate increasingly sophisticated selections of Latin prose. Students will also acquire a working knowledge of Roman culture and history.

Prerequisite: LATN 101 with a minimum grade of C-.

LATN 201. Latin Prose. 3 Hours.

An introduction to the continuous reading of Latin prose authors (Cornelius Nepos, Cicero) in combination with a thorough review of Latin grammar. Students will become familiar with the language and style of the selected authors and be able to read previously unseen passages of their work.

Prerequisite: LATN 102 with a minimum grade of C-.

Mathematics Courses

MATH 120. Appreciation of Mathematics. 3 Hours.

An exploration of topics which illustrate the power and beauty of mathematics, with a focus on the role mathematics has played in the development of Western culture. This course is designed for students who are not required to take statistics or calculus as part of their studies. Students who previously earned credit for a math course at the 200-level or higher are not permitted to enroll or earn credit for this course.

MATH 140. Statistics. 3 Hours.

An introduction to statistical thinking and the analysis of data using such methods as graphical descriptions, correlation and regression, estimation, hypothesis testing, and statistical models.

MATH 160. Calculus for the Social Sciences. 3 Hours.

A graphical, numerical and symbolic introduction to the theory and applications of derivatives and integrals of algebraic, exponential, and logarithmic functions, with an emphasis on applications in the social sciences.

MATH 181. Calculus I. 3 Hours.

A graphical, numerical, and symbolic study of the theory and applications of the derivative of algebraic, trigonometric, exponential, and logarithmic functions, and an introduction to the theory and applications of the integral. Suitable for students of both the natural and the social sciences.

MATH 182. Calculus II. 3 Hours.

A graphical, numerical, and symbolic study of the theory, techniques, and applications of integration, and an introduction to infinite series and/or differential equations.

Prerequisite: MATH 181 with a minimum grade of D.

MATH 201. Modeling & Simulation. 3 Hours.

A course in scientific programming, part of the inter-disciplinary field of computational science. Large, open-ended, scientific problems often require the algorithms and techniques of discrete and continuous computational modeling and Monte Carlo simulation. Students learn fundamental concepts and implementation of algorithms in various scientific programming environments. Throughout, applications in the sciences are emphasized. Cross-listed as Computer Science 201.

Prerequisite: MATH 181 with a minimum grade of D.

MATH 210. Multivariable Calculus. 3 Hours.

A study of the geometry of three-dimensional space and the calculus of functions of several variables.

Prerequisite: MATH 182 with a minimum grade of D.

MATH 212. Vector Calculus. 3 Hours.

A study of vectors and the calculus of vector fields, highlighting applications relevant to engineering such as fluid dynamics and electrostatics.

Prerequisite: MATH 182 with a minimum grade of D.

MATH 220. Linear Algebra. 3 Hours.

The theoretical and numerical aspects of finite dimensional vector spaces, linear transformations, and matrices, with applications to such problems as systems of linear equations, difference and differential equations, and linear regression.

Prerequisite: MATH 182 with a minimum grade of D.

MATH 235. Discrete Mathematical Models. 3 Hours.

An introduction to some of the important models, techniques, and modes of reasoning of non-calculus mathematics. Emphasis on graph theory and combinatorics. Applications to computing, statistics, operations research, and the physical and behavioral sciences.

Prerequisite: MATH 182 with a minimum grade of D.

MATH 240. Differential Equations. 3 Hours.

The theory and application of first- and second-order differential equations including both analytical and numerical techniques.

Prerequisite: MATH 182 with a minimum grade of D.

MATH 250. Introduction to Technical Writing. 1 Hour.

An introduction to technical writing in mathematics and the sciences with the markup language LaTeX, which is used to typeset mathematical and scientific papers, especially those with significant symbolic content.

MATH 260. Introduction to Mathematical Proof. 3 Hours.

An introduction to rigorous mathematical argument with an emphasis on the writing of clear, concise mathematical proofs. Topics will include logic, sets, relations, functions, and mathematical induction. Additional topics may be chosen by the instructor.

Prerequisite: MATH 182 with a minimum grade of D.

MATH 280. Selected Topics in Mathematics. 1 to 4 Hours.

Selected topics in mathematics at the introductory or intermediate level.

MATH 310. History of Mathematics. 3 Hours.

A survey of the history and development of mathematics from antiquity to the twentieth century.

Prerequisite: MATH 260 with a minimum grade of D.

MATH 320. Mathematical Modeling. 3 Hours.

The study of problem-solving strategies to solve open-ended, real-world problems.

Prerequisite: MATH 210 with a minimum grade of D or MATH 220 with a minimum grade of D or MATH 240 with a minimum grade of D.

MATH 330. Numerical Methods. 3 Hours.

A study of the theory and computer implementation of numerical methods. Topics include error analysis, zeros of polynomials, numerical differentiation and integration, and systems of linear equations.

Prerequisite: MATH 220 with a minimum grade of D.

MATH 410. Geometry. 3 Hours.

A study of the foundations of Euclidean geometry with emphasis on the role of the parallel postulate. An introduction to non-Euclidean (hyperbolic) geometry and its intellectual implications.

Prerequisite: MATH 260 with a minimum grade of D.

MATH 415. Topology. 3 Hours.

An introduction to topological spaces. Topics will include examples of topological spaces, standard constructions of topological spaces, continuous maps, topological properties, homotopies, homeomorphisms, and simplicial complexes.

Prerequisite: MATH 260 with a minimum grade of D.

MATH 421. Probability and Statistics I. 3 Hours.

A study of probability models, random variables, estimation, hypothesis testing, and linear models, with applications to problems in the physical and social sciences.

Prerequisite: MATH 210 with a minimum grade of D and MATH 260 with a minimum grade of D.

MATH 422. Probability and Statistics II. 3 Hours.

A study of probability models, random variables, estimation, hypothesis testing, and linear models, with applications to problems in the physical and social sciences.

Prerequisite: MATH 421 with a minimum grade of D.

MATH 424. Advanced Game Theory. 3 Hours.

Game Theory is an analytical tool that models strategic interactions. It is widely used in economics, political science, biology, sociology, and psychology. This advanced class is intended to provide a more rigorous introduction to the main concepts and techniques of the field. These techniques will be used to investigate relevant social phenomena, such as evolutionary games, auction theory, the "prisoner's dilemma," the "tragedy of the commons," tacit collusion, competition among firms, and strategic interactions in labor, credit, and product markets. The most important classes of games will be analyzed (zero-sum games, cooperation problems, coordination games, bayesian games, signaling games, etc.), as well as the most important solution concepts (rationalizability, nash equilibrium in pure and mixed strategies, bayesian nash equilibrium, and evolutionarily stable strategies). This course will also introduce students to the main techniques of game-theoretic mathematical modelling.

Prerequisite: MATH 210 with a minimum grade of D.

MATH 431. Abstract Algebra I. 3 Hours.

The axiomatic development of abstract algebraic systems, including groups, rings, integral domains, fields, and vector spaces.

Prerequisite: MATH 220 with a minimum grade of D and MATH 260 with a minimum grade of D.

MATH 432. Abstract Algebra II. 3 Hours.

The axiomatic development of abstract algebraic systems, including groups, rings, integral domains, fields, and vector spaces.

Prerequisite: MATH 431 with a minimum grade of D.

MATH 435. Cryptology. 3 Hours.

An introduction to cryptology and modern applications. Students will study various historical and modern ciphers and implement select schemes using mathematical software. Cross-listed with COSC 435.

Prerequisite: MATH 220 with a minimum grade of D and (MATH 235 with a minimum grade of D or MATH 260 with a minimum grade of D).

MATH 439. Elementary Number Theory. 3 Hours.

A study of the oldest branch of mathematics, this course focuses on mathematical properties of the integers and prime numbers. Topics include divisibility, congruences, diophantine equations, arithmetic functions, primitive roots, and quadratic residues.

Prerequisite: MATH 260 with a minimum grade of D.

MATH 441. Mathematical Analysis I. 3 Hours.

A rigorous study of the fundamental concepts of analysis, including limits, continuity, the derivative, the Riemann integral, and sequences and series.

Prerequisite: MATH 210 with a minimum grade of D and MATH 260 with a minimum grade of D.

MATH 442. Mathematical Analysis II. 3 Hours.

A rigorous study of the fundamental concepts of analysis, including limits, continuity, the derivative, the Riemann integral, and sequences and series.

Prerequisite: MATH 441 with a minimum grade of D.

MATH 445. Nonlinear Dynamics and Chaos Theory. 3 Hours.

The study of differential equations from a geometric perspective that allows for exploration of two and three-dimensional systems. Topics will include linear systems of equations, linear stability analysis, and bifurcations of nonlinear systems, and chaos theory.

Prerequisite: MATH 220 with a minimum grade of D and MATH 240 with a minimum grade of D.

MATH 446. Partial Differential Equations. 3 Hours.

A detailed introduction to partial differential equations. Students will develop familiarity with the derivation and solution techniques for various equations including transport equations, the heat equation, wave equation, and Laplace equation.

Prerequisite: (MATH 210 with a minimum grade of D or MATH 212 with a minimum grade of D) and MATH 240 with a minimum grade of D.

MATH 448. Functions of a Complex Variable. 3 Hours.

An introduction to the analysis of functions of a complex variable. Topics will include differentiation, contour integration, power series, Laurent series, and applications.

Prerequisite: MATH 260 with a minimum grade of D.

MATH 470. Independent Study in Math. 1 to 3 Hours.

Independent study of selected topics in Mathematics at an advanced level. Specific topics vary from semester to semester.

MATH 480. Advanced Topics in Mathematics. 1 to 4 Hours.

Advanced topics in undergraduate mathematics offered occasionally to meet special needs. Typical topics include number theory, foundations of mathematics, topology, and complex variables.

MATH 500. Honors Course. 3 Hours.

At the discretion of the faculty, students may undertake a six-hour independent course of study in the senior year in order to broaden their educational experience within their major area of study. Students must meet specific GPA standards and arrange a faculty sponsor. The honors course criteria are outlined in the Academic Honors portion of the catalog.

Mid East N. African Studies Courses**MENA 354. Middle Eastern & North African Studies: An Area Studies Seminar. 3 Hours.**

The area studies approach makes sure the political, geographical, historical, anthropological and religious influences of the Middle East/North African region will be explored throughout the course. The religion of Islam will be explored through its engagement in particular places and spaces. Students will differentiate between how the politics and cultural context of one place directly influence the way Islam is practiced in, for example, the Gulf as opposed to Turkey. Successful completion of this course satisfies the Cultures and Peoples requirements for graduation.

MENA 380. Special Topics in Middle Eastern & North African Studies. 1 to 4 Hours.

Seminars on selected topics in Middle Eastern and/or North African Studies offered on an occasional basis.

MENA 448. Middle Eastern & North African Studies Senior Capstone. 3 Hours.

The Senior Capstone is designed to help students focus and integrate their knowledge of the Middle Eastern and North African (MENA) region. Each student will complete an independent research project focusing on a specific problem or region from an interdisciplinary perspective.

Prerequisite: MENA 354 with a minimum grade of C.

Medical Humanities Courses**MHUM 448. Senior Capstone. 3 Hours.**

Designed by the student, the Capstone Project combines an understanding of Medical Humanities with interdisciplinary study in two disciplines of the student's choice. Often the project will take the form of a traditional research paper (20-30 pages), but works of fiction or drama, field studies, multi-media presentations, or other formats are acceptable, subject to the coordinators' approval. Projects other than research papers must be accompanied by a bibliography of sources and a 5-10 page statement explaining goals, results, and research methods. Students will defend their final project before a committee of three faculty members, consisting normally of two teaching courses in the Medical Humanities program and one outside reader; these defenses will be open to the Wofford community.

Military Science Courses**MILS 101. Military Leadership I. 0 to 1 Hours.**

A basic orientation to ROTC and the U. S. Army. Course topics include leadership, military customs and courtesies, map reading, the profession of arms, the Army values, and healthy lifestyle. Leadership laboratory, one weekend leadership laboratory and Physical Training is required in addition to the weekly labs for contracted and scholarship cadets. Open to first-year students with permission of instructor.

MILS 102. Military Leadership I. 0 to 1 Hours.

A continuation of Military Science 101. Course topics include leadership, US Army unit overview, Army values, warrior ethos, communication and Army writing style. Leadership laboratory, one weekend leadership laboratory and physical training is required in addition to the weekly labs for contracted and scholarship cadets. Open to first-year students with permission of instructor. Note: contracted and scholarship cadets may be selected for a one month long Cadet Initial Entry Training assignment at Fort Knox, KY at the end of their first or second year of enrollment.

MILS 201. Military Leadership II. 0 to 2 Hours.

The study of the importance of character in leadership and decision making. Course topics include cultural awareness, leadership theory, analytical and critical thinking, problem solving, troop leading procedures and military ethics. Leadership laboratory, one weekend leadership laboratory and physical training is required in addition to the weekly labs for contracted and scholarship cadets. Open to second-year students with permission of instructor.

Prerequisite: MILS 101 with a minimum grade of B or MILS 102 with a minimum grade of B.

MILS 202. Military Leadership II. 0 to 2 Hours.

The study of basic Army operations and the application of military leading principles. Course topics include Army doctrine and symbols, offensive and defensive operations, team building, unified land operations, tactics, equal opportunity, first aid, and emergency preparedness. Leadership laboratory, one weekend leadership laboratory and physical training is required in addition to the weekly labs for contracted and scholarship cadets. Open to second-year students with permission of instructor. Note: contracted and scholarship cadets may be selected for Cadet Initial Entry Training at Fort Knox, KY at the end of their first or second year of enrollment.

Prerequisite: MILS 101 with a minimum grade of B or MILS 102 with a minimum grade of B.

MILS 301. Military Leadership III. 3 Hours.

The study of advanced military leadership topics and the application of the war fighting functions. Course topics include squad and platoon level tactics, mission rehearsals, maneuver, mission command, individual Army briefs, and training management. One weekend leadership laboratory and physical training is required in addition to the weekly labs. Instructor permission required.

Prerequisite: MILS 201 with a minimum grade of B or MILS 202 with a minimum grade of B.

MILS 302. Military Leadership III. 3 Hours.

The study and application of situational leadership in a complex environment. Course topics include emotional intelligence, negotiating, platoon tactics, reconnaissance, motivating soldiers, and combat multipliers. One weekend leadership laboratory and physical training is required in addition to the weekly labs. Course is only available to students that are on scholarship or contracted cadets.

Prerequisite: MILS 201 with a minimum grade of B or MILS 202 with a minimum grade of B.

MILS 401. Military Leadership IV. 3 Hours.

A comprehensive study of leadership, training management, and the Army Officer Corps. Course topics include unit training management, risk management, training assessment, individual performance evaluation, diversity, resilience, self development, career planning, cultural awareness, and the law of land warfare. Additionally, senior cadets plan and execute staff functions for unit planning, training and administration. One weekend leadership laboratory and physical training is required in addition to the weekly labs. Course is only available to students that are on scholarship or contracted cadets.

Prerequisite: MILS 301 with a minimum grade of B or MILS 302 with a minimum grade of B.

MILS 402. Military Leadership IV. 3 Hours.

A comprehensive study of the contemporary operating environment, individual development, and company staff functions. Course topics include study of the geographic combatant commands, unified land operations, battle analysis, platoon leadership, unit operations, completion of a military staff ride and oral presentations. Additionally, senior cadets plan and execute staff functions for unit planning, training and administration. One weekend leadership laboratory and physical training is required in addition to the weekly labs. Course is only available to students that are on scholarship or contracted cadets.

Prerequisite: MILS 301 with a minimum grade of B or MILS 302 with a minimum grade of B.

Modern Languages, Literatures Courses

MLLC 223. Modern Languages Seminar in Global Perspectives: Different Identities, Common Destinies. 3 Hours.

An interdisciplinary seminar in which students explore the diversity and commonality of human experience across a variety of regions in the world in preparation for making positive contributions as citizens in a global society. Conducted in English by modern language faculty. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

MLLC 280. Selected Topics in Modern Languages, Literatures, and Cultures. 1 to 5 Hours.

Selected topics in Modern Languages, Literatures, and Cultures at the introductory or intermediate level.

MLLC 281. Selected Topics in Modern Languages, Literatures, and Cultures. 1 to 5 Hours.

Selected topics in Modern Languages, Literatures, and Cultures at the introductory or intermediate level.

MLLC 480. Advanced Topics in MLLC. 1 to 4 Hours.

The study of selected topics at the advanced level in Modern Languages, Literatures and Cultures.

Music Courses

MUS 100. Men's Glee Club. 1 Hour.

The study and performance of selected choral literature for men's voices from the Renaissance to the contemporary period. Requirements may include performance at convocations throughout the semester, a family weekend concert, a Christmas concert, and a spring concert. Audition required.

MUS 101. Wofford Singers. 1 Hour.

The study and performance of selected choral literature for mixed voices from the Renaissance to the contemporary period. Requirements may include performance at convocations throughout the semester, a family weekend concert, a Christmas concert, and a spring concert. Audition required.

MUS 102. Women's Choir. 1 Hour.

The study and performance of selected choral literature for women's voices from the Renaissance to the contemporary period. Requirements may include performance at convocations throughout the semester, a family weekend concert, a Christmas concert, and a spring concert. Audition required.

MUS 103. Group Classical Guitar. 1 Hour.

The study and performance of selected guitar music from the Renaissance to the contemporary period. Requirements may include performance at the end of the semester, either as soloist or in ensemble.

MUS 110. Concert Attendance. 0 Hours.

This course is designed to familiarize students with a wide range of live concert performances with various genres, styles, and composers.

MUS 150. Concert Band. 1 Hour.

The study and performance of selected band literature with emphasis on stage and band training. Requirements may include performance in a family weekend concert, a Christmas concert, and a spring concert.

MUS 151. String Ensemble. 1 Hour.

The study and performance of selected string literature from the Renaissance to the contemporary period. Requirements may include several performances on campus and in the community.

MUS 201. The Understanding of Music. 3 Hours.

An introduction to the art of perceptive listening through a general survey of music from the Renaissance to the present time.

MUS 202. The Elements of Music. 3 Hours.

The development of aural recognition and identification of musical patterns. The development of proficiency in recognizing and responding to the symbols of music notation.

MUS 203. History of American Music. 3 Hours.

The study of American music from 1620 to the present focusing on elements of various musical cultures (Western and Eastern Europe, Africa, Latin America) that have influenced the American style of music, along with genres, rhythms, and musical styles which are characteristic of the United States.

MUS 260. Music Laboratory. 1 Hour.

Applied music in the form of vocal/instrumental instruction for students simultaneously enrolled in a music ensemble. A student may earn no more than two hours in Music 260.

MUS 280. Special Topics in Music. 1 to 4 Hours.

Selected topics in music at the introductory or intermediate level.

MUS 285. Jazz Ensemble. 1 Hour.

The study and performance of selected jazz ensemble literature with emphasis in the styles of blues, swing, latin, rock, jazz fusion and improvisation. Requirements include performances at campus/community events and participation in the Wofford College Athletic Band (commonly known as Pep Band). Students not enrolled in Jazz Ensemble may be allowed to participate in the Athletic Band without course credit. Instructor permission required.

MUS 301. Chamber Singers. 1 Hour.

Chamber Choir promotes the quality performance of exquisite choral music in an artistic setting. The repertoire of this ensemble ranges from Medieval Carols and secular pieces to more contemporary settings of liturgical and secular choral music. The Chamber Singers course integrates advanced elements of auditory, vocal, kinesthetic, and aesthetic dimensions of choral music through analysis, rehearsal and performance. Particular attention will be paid to ensemble participation in the context of rehearsal and performance.

MUS 302. Instrumental Chamber Music. 1 Hour.

Provides weekly rehearsals and instruction for small ensembles. Ensembles can be duos, trios, quartets, etc., based on the student's availability and schedule. This is an advanced course for instrumentalists who wish to continue their playing at a more challenging level. Instructor permission required.

MUS 351. Wofford Concert Orchestra. 1 Hour.

Wofford Concert Orchestra is an orchestral ensemble consisting of all families of instruments (strings, woodwinds, brass and percussion) that will expose students to standard orchestral literature. The Wofford Concert Orchestra will be open to students with prior experience performing on their instruments, based on audition and instructor approval.

MUS 480. Advanced Topics in Music. 1 to 4 Hours.

Selected topics in music at the advanced level.

Neuroscience Courses

NEUS 251. Introduction to Research I. 1 to 3 Hours.

Research experience is an integral skill required in the field of neuroscience. This course provides an opportunity for students to become engaged in neuroscience-based research projects early in their undergraduate education. Students should contact the Program Coordinator or individual neuroscience faculty to make course arrangements.

NEUS 252. Intro to Research II. 1 to 3 Hours.

Research experience is an integral skill required in the field of neuroscience. This course provides an opportunity for students to become engaged in neuroscience-based research projects early in their undergraduate education. Students should contact the Program Coordinator or individual neuroscience faculty to make course arrangements.

NEUS 280. Selected Topics in Neuroscience. 1 to 4 Hours.

Selected topics in Neuroscience at the introductory or intermediate level.

NEUS 321. Neuroscience Seminar I. 1 Hour.

An interdisciplinary seminar discussing current topics in neuroscience through the examination of literature at the molecular neurobiology, neuroanatomy, neurophysiology, and behavioral levels. This course is appropriate for Biology and Psychology majors and those pursuing the program in Neuroscience. Junior or senior standing required.

NEUS 322. Neuroscience Seminar II. 1 Hour.

An interdisciplinary seminar discussing current topics in neuroscience through the examination of literature at the molecular neurobiology, neuroanatomy, neurophysiology, and behavioral levels. This course is appropriate for Biology and Psychology majors and those pursuing the program in Neuroscience. Junior or senior standing required.

NEUS 351. Human Neuroscience Laboratory. 3 Hours.

This laboratory course will provide an opportunity to gain expertise in the quantification and analysis of human behavior and neurophysiological signals using advanced electrophysiological techniques such as GSR, EOG, EEG, or ERP.

Prerequisite: PSY 310 with a minimum grade of D or PSY 330 with a minimum grade of D or PSY 333 with a minimum grade of D or PSY 335 with a minimum grade of D.

NEUS 447. Neuro Research Capstone I. 4 Hours.

This course is designed to permit students to learn a research technique and obtain training in the use of scientific methodology in the field of neuroscience. Specific course objectives include: hands-on experience in a neuroscience research technique, learning appropriate data collection and analysis techniques, and learning how conclusions based on empirical data are formed and disseminated as research articles.

Prerequisite: PSY 200 with a minimum grade of D or BIO 250 with a minimum grade of D.

NEUS 448. Neuro Research Capstone II. 0 Hours.

This course is designed to permit students to learn a research technique and obtain training in the use of scientific methodology in the field of neuroscience under conditions where awarding course credit is inappropriate. Such conditions include research conducted as part of a paid stipend, research conducted in off-campus laboratories, or research conducted as part of another college course. Specific course objectives include: hands-on experience in a neuroscience research technique, learning appropriate data collection and analysis techniques, and learning how conclusions based on empirical data are formed and disseminated as research articles.

NEUS 480. Advanced Topics in Neuroscience. 1 to 4 Hours.

Selected topics in Neuroscience at the advanced level.

Nutrition Courses

NURS 301. Nutrition. 3 Hours.

Physical Education Courses

PHED 102. Fitness. 1 Hour.**PHED 103. Tennis. 1 Hour.****PHED 104. Racquetball. 1 Hour.****PHED 105. Softball. 1 Hour.****PHED 106. Karate. 1 Hour.****PHED 107. Dance. 1 Hour.****PHED 108. Special Activities. 1 Hour.**

PHED 109. Team Sports. 1 Hour.**Philosophy Courses****PHIL 201. World Philosophy. 3 Hours.**

An exploration of philosophical issues as they have been dealt with from a variety of non-Western philosophical traditions. Readings may include important texts from the Confucian, Daoist, Buddhist (South Asian and East Asian), Muslim, and Indian Brahmanical philosophical traditions, as well as the traditions of indigenous African and American peoples. Successful completion of this course satisfies the Cultures and Peoples requirement.

PHIL 203. Problems of Philosophy. 3 Hours.

An exploration of philosophy through analysis and discussion of selected philosophical texts and problems. Sample topics include the relation of mind and body, free will and determinism, moral relativism and moral truth, and the nature of knowledge and belief. Emphasis is placed on oral and written communication skills. Open only to freshmen and sophomores during the regular semesters; open to all students in the summer sessions.

PHIL 205. Philosophy of Food. 3 Hours.

An exploration of how food relates to major areas of philosophical inquiry, including metaphysics, epistemology, aesthetics, ethics, and political theory. Topics include the nature of food, food as art, biotechnology, the ethics of eating animals, human rights and food safety, cultural identity, and the politics of global food distribution and production.

PHIL 206. Reasoning & Critical Thinking. 3 Hours.

A course aimed at developing the student's ability to evaluate arguments and other informative prose and to construct arguments with greater cogency and effectiveness. The course employs only a minimal amount of formal logic.

PHIL 210. Bio-Medical Ethics. 3 Hours.

An introduction to ethics through a study of its applications in the area of health care. The course includes a survey of the major ethical theories and focuses on a selection of important problem areas such as euthanasia, reproductive technologies, human experimentation, and the justice of health care distribution.

PHIL 213. Ethics and Business. 3 Hours.

An introduction to ethics through discussion and analysis of major ethical systems, theories of social and economic justice, and specific case studies in the area of business.

PHIL 215. Environmental Ethics. 3 Hours.

An exploration of the challenges presented by the ethical analysis of environmental issues. The course explores both the theoretical and practical aspects of these issues.

PHIL 216. Social & Political Philosophy. 3 Hours.

An introduction to some of the most influential theories of Western social and political thought. Topics include the nature and legitimacy of political authority and democracy, the role of morality in society, the duties and responsibilities of citizens, and the challenges of diversity and inclusion. Multicultural and feminist perspectives are components of the course.

PHIL 218. Computers, Ethics, and Society. 3 Hours.

An introduction to ethics in relation to computers, cyberspace, and the digital era. Through the detailed analysis of selected case studies, the course will explore the questions raised by computer technologies and their impact on business, scientific research, and society. This course may count toward the Computer Science major.

PHIL 220. Philosophy & Film. 3 Hours.

A study of the language and aesthetics of film including the ways in which film may be used to investigate significant philosophical questions—especially in comparison to more traditional media.

PHIL 222. Human Nature. 3 Hours.

An examination of selected classical and modern conceptions of the human being. Aristotle, Darwin, sociobiology, and our relation to other animals are among topics explored.

PHIL 223. Philosophy of Science. 3 Hours.

An examination of the methods, aims, and limits of scientific inquiry, with special attention to the evaluation and construction of arguments. The course will explore the logic of scientific explanation and the nature of scientific laws, theories, and change.

PHIL 225. Science and Religion. 3 Hours.

An examination of the nature of science and religion and their historical and contemporary relationships. The course will explore a selection of traditional problem areas such as evolution, cosmology, ethics, and education. This course may count toward requirements for the Religion major.

PHIL 280. Selected Topics in Philosophy. 1 to 4 Hours.

Selected topics in Philosophy at the introductory or intermediate level.

PHIL 301. Philosophy of Law. 3 Hours.

An introduction to basic issues in the philosophy of law, such as methods of legal reasoning, the relation between legal norms and moral values, and the scope and foundations of rights. Seminal concepts of concern to law are discussed, including liberty, justice and punishment. Readings include classical and contemporary essays in jurisprudence, studies of specific US and international cases, and selected Supreme Court decisions.

PHIL 303. Feminist Philosophy. 3 Hours.

A study of contemporary feminist thought with an emphasis on the variety of responses to women's lived experiences. Topics may include gender socialization, the nature of (gender) oppression, sexuality and sexual violence against women, popular culture and self-image, abortion, and pornography. This course may count toward the theory requirement of the Gender Studies Program.

PHIL 304. Philosophy through Literature. 3 Hours.

A discussion and analysis of classical and contemporary philosophical issues as they are presented in selected works of literature, with attention to the question of how philosophical ideas are conveyed through this alternative medium. Topics include: political philosophy; responsibility, free will, and determinism; the nature and purpose of humanity; and the meaning of life.

PHIL 310. Philosophy of Art. 3 Hours.

An examination of philosophical issues concerning the creation and appreciation of works of art. Examples for study will be drawn from painting, sculpture, music and other visual, literary and dramatic arts. Topics may include art and morality, the definition of the concept of art, the nature of artistic value, the expression of emotion in art, and the relation between art and truth.

PHIL 311. Principles of Ethics. 3 Hours.

A study of the major systems of ethical thought, both ancient and modern, and their development. Emphasis is on the critical examination and reevaluation of those systems in light of contemporary social developments and non-Western thought.

PHIL 312. Language, Truth & Ethics. 3 Hours.

An in-depth study of the issues surrounding the ethical norms associated with interpersonal communication. The course will explore the views of philosophers from different times and traditions on such topics as truth and truthfulness; lying, misleading, and other forms of deception; secrecy, trust, and promise-keeping. The overall aim of the course will be to articulate an account of the ethics of speaking and communication that is adequate to the complexity of the matter.

PHIL 315. Philosophy of Love, Sex, and Friendship. 3 Hours.

A seminar on the nature and morality of love, sex, and friendship and their social meanings. Topics to be discussed may include, but are not limited to, familial love, marriage, homosexuality, prostitution, pornography, erotic love, sexual objectification, and the different forms of friendship. Emphasis is on the study of how gender norms inform our understanding of the controversies surrounding these topics.

PHIL 321. Symbolic Logic. 3 Hours.

An introduction to the techniques of modern symbolic logic with an emphasis on ordinary language applications. Topics include categorical logic, statement logic, and predicate logic. Additional topics vary and may include modal, deontic, and non-classical logics.

PHIL 331. African Philosophy. 3 Hours.

An introduction to traditions of African philosophical thought focusing on problems of definition, sources, function, and methodology. The course compares the scope and application of African thought on basic philosophical questions of human existence with thought from recent developments in Western philosophy on the same questions. This course may count toward the requirements for program in African, African-American Studies. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

PHIL 333. Chinese Philosophy. 3 Hours.

An in-depth study of the notions of personhood, human nature, moral responsibility, and social justice as they are developed in the major traditions of classical Chinese thought. Readings may include texts from the Confucian, Daoist, Neo-Confucian, and Buddhist traditions. Knowledge of Chinese language is not required for this course. Successful completion of this course satisfies the Cultures and Peoples requirements for graduation.

PHIL 335. Buddhist Philosophy. 3 Hours.

An introduction to key concepts in Buddhism's view of persons, the world, and salvation. The course examines these concepts as they were expressed in early Buddhism and in recent Zen Buddhism. This course may count toward the requirements for the major in Chinese. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

PHIL 340. Philosophy of Medicine. 3 Hours.

This course will provide a study of the practice of medicine through an examination of its fundamental concepts and values, such as the nature of health and disease, the phenomenology of illness, the goals of medical practice, and the roles of individual autonomy and communal interest.

PHIL 342. Philosophy of Religion. 3 Hours.

An examination of the meaning of religious beliefs and of arguments about their truth or falsity. The course focuses on religious beliefs about God and includes some discussion of different ideas of God within the Western tradition. This course may count toward requirements for the major in Religion.

PHIL 345. Philosophy of Language. 3 Hours.

An exploration of major themes in the philosophy of language, especially as they have developed in the 20th and 21st centuries. Topics may include the nature of language; meaning and reference; metaphor and other non-literal uses of language; and the philosophical implications of contemporary research in linguistics and cognitive psychology.

PHIL 347. Epistemology. 3 Hours.

An introduction to central topics in epistemology including the nature, sources, and structure of scientific, moral, and religious belief, justification, and knowledge as well as skeptical challenges to their legitimacy.

PHIL 348. Metaphysics. 3 Hours.

An introduction to concepts and issues in metaphysics, such as the mind-body problem and the nature of the basic entities that constitute the universe. The course includes a consideration of differing positions on these issues and gives students the opportunity to develop, articulate, and defend their own positions.

PHIL 351. Ancient Western Philosophy. 3 Hours.

An exploration of ancient Western philosophical thought. Topics include the nature, purpose, and best life of persons; justice; the nature and order of the physical world; and the nature of truth. Emphasis is on discussion of primary texts drawn from pre-Socratic fragments and from the works of Plato, Aristotle, and select Hellenistic and Roman philosophers.

PHIL 352. Early Modern European Philosophy. 3 Hours.

A historical survey of the rise of modern European philosophy in its cultural setting during the 17th and 18th centuries. Emphasis is on the study of selected primary texts, from Descartes to Hume, in relation to the philosophical, religious, and scientific thought of their day.

PHIL 353. 19th Century European Philosophy. 3 Hours.

A survey of the development of 19th-century philosophy beginning with Immanuel Kant. The course examines Kant's legacy in subsequent thinkers such as G.W. F. Hegel, Karl Marx, Soren Kierkegaard, and John Stuart Mill. Issues for discussion include the role of human cognition in constituting reality, the rational basis of faith, the nature of individual liberty, and socio-economic determinants of belief.

PHIL 354. Existentialism. 3 Hours.

A survey of ideas and authors in the existentialist tradition. The course examines core ideas of existential philosophy such as freedom, authenticity, anxiety, absurdity, and awareness of death as developed by thinkers like Kierkegaard, Nietzsche, Jaspers, Marcel, Heidegger, Sartre, and Beauvoir. Selected films and literary works may supplement written texts.

PHIL 355. Phenomenology. 3 Hours.

An exploration of the phenomenological movement in philosophy focused on thinkers such as Husserl, Heidegger, Arendt, Merleau-Ponty, and Gadamer. The course examines core ideas of phenomenology such as intentionality, embodiment, the life-world, the critique of the theoretical knowing, and the subjectivity of consciousness. Selected poetry and short films may be used to supplement written texts.

PHIL 356. American Pragmatism. 3 Hours.

A survey of American Pragmatism from the 19th Century to the Present, with readings by Pragmatism's founders, Peirce, James, and Dewey, as well as by neopragmatists such as Quine, Goodman, and Rorty. Topics include Pragmatist contributions to debates about truth, meaning, experience, freedom, and democracy.

PHIL 357. The Analytic Tradition. 3 Hours.

A study of landmark works in analytic philosophy from the late 19th century to the present, focusing on figures such as Bertrand Russell, A. J. Ayer, and Ludwig Wittgenstein. The course explores the extent to which a critical understanding of language illuminates philosophical issues in metaphysics, ethics, and epistemology.

PHIL 358. Ancient Cosmology & Worldview. 3 Hours.

An examination of the cosmologies and worldviews of the ancient Mediterranean and Middle East, especially as precursors to modern science. Special attention will be paid to the problems of working with texts conceived within the framework of different conceptions of the world and cultures historically linked to, but significantly distinct from, our own.

PHIL 380. Selected Topics in Philosophy. 1 to 3 Hours.

Seminars on selected topics in Philosophy offered on an occasional basis.

PHIL 450. Senior Directed Study. 3 Hours.

A course of individualized directed study in which the student prepares a written paper (typically a revised and expanded version of earlier work) and makes an oral presentation on the paper topic. Required of all students majoring in philosophy. Normally to be completed in the fall of the senior year.

PHIL 470. Independent Study in Philosophy. 1 to 3 Hours.

A course in which the student pursues independently, under the guidance of a member of the department, a specific philosophical topic of interest.

PHIL 480. Advanced Topics in Philosophy. 1 to 4 Hours.

Selected topics in Philosophy at the advanced level.

PHIL 500. Honors Course. 3 Hours.

At the discretion of the faculty, students may undertake a six-hour independent course of study in the senior year in order to broaden their educational experience within their major area of study. Students must meet specific GPA standards and arrange a faculty sponsor. The honors course criteria are outlined in the Academic Honors portion of the catalog.

Physics Courses

PHY 104. Physics: Concepts & Methods (with lab). 4 Hours.

A study of topics selected to introduce students to basic concepts in physics and/or astronomy, and to the scientific method. Does not count toward a major in Physics nor toward science requirements for the B.S. degree.

PHY 108. Astronomy. 3 Hours.

A survey course in astronomy which includes observational astronomy, the solar system, structure and evolution of stars and galaxies, and cosmology.

PHY 121. General Physics I (with lab). 4 Hours.

A study of mechanics, heat, light, sound, electricity, magnetism, and modern physics using algebra, trigonometry, and limits.

PHY 122. General Physics II (with lab). 4 Hours.

A continuation of PHY 121 in the study of mechanics, heat, light, sound, electricity, magnetism, and modern physics using algebra, trigonometry, and limits.

Prerequisite: PHY 121 with a minimum grade of D.

PHY 141. Physics for Science & Engineering I (with lab). 4 Hours.

A calculus-based study of mechanics, heat, light, sound, electricity, magnetism, and modern physics suitable for those majoring in areas such as physics or chemistry and for those in pre-engineering. Students may take MATH 181 concurrently.

Prerequisite: MATH 181 with a minimum grade of D.

PHY 142. Physics for Science & Engineering II (with lab). 4 Hours.

A continuation of PHY 141 in a calculus-based study of mechanics, heat, light, sound, electricity, magnetism, and modern physics suitable for those majoring in areas such as physics or chemistry and for those in pre-engineering. Students may take MATH 182 concurrently.

Prerequisite: PHY 141 with a minimum grade of D and MATH 182 with a minimum grade of D.

PHY 206. Electronics (with lab). 4 Hours.

An elementary course in the principles of electronic devices, circuits, and instruments. It is intended for students of science who desire some understanding of the electronic instrumentation they use.

Prerequisite: PHY 122 with a minimum grade of D or PHY 142 with a minimum grade of D.

PHY 211. Modern Physics. 3 Hours.

A study of the major developments in physics since 1895, with emphasis on special relativity, the atom, the nucleus, and 'elementary particles'.

Prerequisite: PHY 142 with a minimum grade of D and MATH 182 with a minimum grade of D.

PHY 221. Mechanics. 3 Hours.

Classical Newtonian analytical mechanics. Newton's laws are used together with vector analysis to analyze problems in statics and dynamics, with emphasis upon the latter. Problem-solving situations include rectilinear particle dynamics (especially oscillators), general particle dynamics, non-inertial reference frames, central forces, systems of particles, and mechanics of rigid bodies.

Prerequisite: MATH 212 with a minimum grade of D and PHY 142 with a minimum grade of D.

PHY 231. Thermodynamics. 3 Hours.

Development and application of basic concepts and methods useful in understanding thermal phenomena. The approach is divided into three basic branches: classical thermodynamics, kinetic theory, and statistical mechanics.

Prerequisite: PHY 142 with a minimum grade of D and MATH 212 with a minimum grade of D.

PHY 250. Introduction to Research. 1 Hour.

An opportunity to learn the elements of research in physics by participating in one of the department's existing research projects. A maximum of four semester hours may be earned in this way.

Prerequisite: PHY 211 with a minimum grade of D.

PHY 280. Selected Topics in Physics. 1 to 4 Hours.

An opportunity to participate in a special intermediate course offering. Students planning to take this course should consult with the instructor during the previous semester.

Prerequisite: PHY 211 with a minimum grade of D.

PHY 311. Contemporary Physics. 3 Hours.

The general physics background of the student serves as a tool for comprehending readings taken from professional physics publications on topics with significant relationship to life outside the laboratory. The course demands substantial progress in technical writing, technical speaking, and technical literature search skills as measured against normal professional requirements in the field.

Prerequisite: PHY 331 with a minimum grade of D or PHY 341 with a minimum grade of D.

PHY 321. Optics. 3 Hours.

The presentation and demonstration of the proper use of several alternative models of the electromagnetic spectrum, including the ray model, the wave model, and the quantum model.

Prerequisite: MATH 212 with a minimum grade of D and PHY 142.

PHY 331. Electricity and Magnetism. 3 Hours.

The study of physics and mathematics of the classical description of the electromagnetic field. This includes the experimental and theoretical background for each of Maxwell's equations, in vacuum and in matter.

Prerequisite: MATH 212 with a minimum grade of D and PHY 221 with a minimum grade of D.

PHY 341. Quantum Physics. 3 Hours.

The mathematical structure and physical meaning of quantum mechanics, as a fundamental theory of physics, are developed at the intermediate level. Problems are drawn from areas such as the structure of nuclei, atoms, molecules, and crystals.

Prerequisite: PHY 211 with a minimum grade of D and MATH 212 with a minimum grade of D.

PHY 371. Advanced Laboratory I. 1 Hour.

The first in a series of four semester-long courses focused on experiments and projects that develop the basic experimental skills that a student majoring in physics should have. These include use of standard physics instrumentation, some familiarity with shop tools, laboratory record-keeping and report-writing, and knowledge of ways in which basic physical quantities are measured. This course is the pre-requisite for all advanced laboratory courses. Students may take PHY 211 concurrently.

Prerequisite: PHY 211 with a minimum grade of D.

PHY 372. Advanced Laboratory II. 1 Hour.

One in a series of four semester-long courses focused on experiments and projects that develop the basic experimental skills that a student majoring in physics should have. These include use of standard physics instrumentation, some familiarity with shop tools, laboratory record-keeping and report-writing, and knowledge of ways in which basic physical quantities are measured.

Prerequisite: PHY 371 with a minimum grade of D.

PHY 373. Advanced Laboratory III. 1 Hour.

One in a series of four semester-long courses focused on experiments and projects that develop the basic experimental skills that a student majoring in physics should have. These include use of standard physics instrumentation, some familiarity with shop tools, laboratory record-keeping and report-writing, and knowledge of ways in which basic physical quantities are measured.

Prerequisite: PHY 371 with a minimum grade of D.

PHY 374. Advanced Laboratory IV. 1 Hour.

One in a series of four semester long-courses focused on experiments and projects that develop the basic experimental skills that a student majoring in physics should have. These include use of standard physics instrumentation, some familiarity with shop tools, laboratory record-keeping and report-writing, and knowledge of ways in which basic physical quantities are measured.

Prerequisite: PHY 371 with a minimum grade of D.

PHY 441. Theoretical Physics I. 3 Hours.

Designed for students planning to attend graduate school, this course should be taken in the senior year at Wofford. The material is taken from the more advanced portions of mechanics, electrodynamics, quantum physics, optics, and introductory statistical mechanics. Special attention is given to the mathematical methods used in each of these areas.

Prerequisite: MATH 240 with a minimum grade of D and PHY 331 with a minimum grade of D and PHY 341 with a minimum grade of D.

PHY 442. Theoretical Physics II. 3 Hours.

Designed for students planning to attend graduate school, this course should be taken in the senior year at Wofford. The material is taken from the more advanced portions of mechanics, electrodynamics, quantum physics, optics, and introductory statistical mechanics. Special attention is given to the mathematical methods used in each of these areas.

Prerequisite: MATH 240 with a minimum grade of D and PHY 331 with a minimum grade of D and PHY 341 with a minimum grade of D.

PHY 451. Research I. 2 Hours.

Active participation in a research project selected from one of the department's existing projects, or developed earlier in Physics 250 or in coordination with a faculty member. The student is expected to maintain a regular weekly schedule of lab and library work in connection with this project, keep a notebook in standard format, and write a detailed research report to be retained by the faculty member.

Prerequisite: PHY 221 with a minimum grade of D and PHY 331 with a minimum grade of D and PHY 371 with a minimum grade of D.

PHY 452. Research II. 2 Hours.

Active participation in a research project selected from one of the department's existing projects, or developed earlier in Physics 250 or in coordination with a faculty member. The student is expected to maintain a regular weekly schedule of lab and library work in connection with this project, keep a notebook in standard format, and write a detailed research report to be retained by the faculty member.

Prerequisite: PHY 221 with a minimum grade of D and PHY 331 with a minimum grade of D and PHY 371 with a minimum grade of D.

PHY 480. Advanced Topics in Physics. 1 to 4 Hours.

An opportunity to participate in a special advanced course offering. Students planning to take this course should consult with the instructor during the previous semester.

Prerequisite: PHY 221 with a minimum grade of D and PHY 331 with a minimum grade of D and PHY 341 with a minimum grade of D and PHY 371 with a minimum grade of D.

Portuguese Courses

PORT 304. Accelerated Portuguese: Language & Culture I. 3 Hours.

This course is an accelerated introductory course for students with a sound knowledge of Spanish, French, and other romance languages. The course is designed to introduce students to the Portuguese language and Brazilian culture. Students will reach an intermediate level (according to ACTFL guidelines); that is, develop the ability to communicate satisfactorily in Portuguese in everyday practical situations, acquire the skills to meet a number of practical writing needs, and understand the main ideas of texts such as newspaper articles, short stories, and other readings meant for wide audiences. Students will also learn about Brazilian culture through the use of language, readings, music, films, and other authentic materials.

PORT 305. Accelerated Portuguese: Language & Culture II. 3 Hours.

Designed to build speaking and oral comprehension skills using language, texts, and a variety of media. The course is intended to allow students to pursue their language proficiency objectives while broadening their understanding of Brazilian and Luso-phone cultures.

Prerequisite: PORT 304 with a minimum grade of C-.

PORT 480. Advanced Topics in Portuguese. 1 or 4 Hours.

This course is designed to build speaking and oral comprehension skills using language, texts, and a variety of media. The course is intended to allow students to pursue their language proficiency objectives while broadening their understanding of Brazilian culture.

Prerequisite: PORT 304 with a minimum grade of D.

Psychology Courses

PSY 104. Psychology: Concepts & Method. 4 Hours.

A study of topics selected to introduce students to basic concepts in psychology and to the scientific method. Does not count toward a major in Psychology or toward science requirements for the B.S. degree.

PSY 110. Introductory Psychology. 3 Hours.

A general survey of what psychologists do, the tools they use, and problems of current attention. Emphasis is placed on methodology, biological psychology, learning, motivation, perception, cognitive processes, development, social and abnormal psychology, and assessment of individual differences.

PSY 150. Introduction to Psychological Science (with lab). 4 Hours.

This course will provide students with a broad knowledge base of the major concepts, theories, and research methods in the field of psychology. Emphasis will be placed on the use of critical thinking skills, and how students can apply psychological principles to their lives. They will also develop written communication skills through American Psychological Association style reports of their laboratory work.

PSY 200. Experimental Methods (with lab). 4 Hours.

A survey of the research methods used to obtain scientific knowledge in psychology, with an emphasis on experimental design and the interpretation of research results. Prerequisite or corequisite: Mathematics 140.

Prerequisite: MATH 140 with a minimum grade of D and PSY 150 with a minimum grade of D.

PSY 220. Abnormal Psychology. 3 Hours.

The study of the causes of inappropriate behaviors and cognitions (including mental illness) and techniques for redirecting such behaviors and cognitions.

PSY 230. Biological Psychology (with lab). 4 Hours.

An introduction to the concepts and experimental techniques of biological psychology. This course covers the scope of genetic, neural, and hormonal processes that underlie behavior.

Prerequisite: PSY 151 with a minimum grade of D or PSY 200 with a minimum grade of D.

PSY 240. Child & Adolescent Development. 3 Hours.

A survey of child and adolescent development. Major theories about and influences on cognitive, emotional, physical, and moral development are explored.

PSY 255. Introduction to Research. 1 to 3 Hours.

Research experience is an integral skill required in the field of psychology. This course provides an opportunity for students to become engaged in research projects in the Department of Psychology early in their undergraduate education.

PSY 256. Introduction to Research II. 1 to 3 Hours.

Research experience is an integral skill required in the field of psychology. This course provides an opportunity for students to become engaged in research projects in the Department of Psychology early in their undergraduate education.

PSY 265. Psychology & Law. 3 Hours.

A seminar course designed to examine empirical research and procedural/investigative issues in the interface of psychology and law. This course will explore standard practices in the criminal justice system and psychological research devoted to investigating and improving those practices.

Prerequisite: PSY 150 with a minimum grade of D.

PSY 270. Health Psychology. 3 Hours.

An introduction to the rapidly developing field of health psychology. Our thoughts, feelings, motives, and behaviors influence our physical health, and they are involved in the causes and maintenance of various potentially fatal diseases. This course explores how psychology contributes to an understanding of the genesis, treatment, maintenance, and prevention of a number of medical conditions, as well as implications for health care practice and policy.

PSY 280. Selected Topics in Psychology. 0 to 4 Hours.

Selected topics in psychology at the introductory or intermediate level.

PSY 300. Learning & Adaptive Behavior (with lab). 4 Hours.

A survey of the general principles of learning and adaptive behavior in humans and lower animals. The course emphasizes the evolution of these mechanisms, their current adaptive function, and current models of learning processes.

Prerequisite: PSY 151 with a minimum grade of D or PSY 200 with a minimum grade of D.

PSY 310. Cognitive Science (with lab). 4 Hours.

A survey of the experimental analysis of how the mind works, including the topics of perception, attention, human memory, language, imagery, problem solving and decision making.

Prerequisite: PSY 230 with a minimum grade of D.

PSY 315. Sensation & Perception (with lab). 4 Hours.

A study of how the mind processes incoming sensory neural signals in order to create our perception of the world, including topics of transduction, neural coding, and the influence of cognitive processes such as attention, memory and experience.

Prerequisite: PSY 230 with a minimum grade of D.

PSY 320. Personality. 3 Hours.

The development and identification of personality from an experimental/empirical standpoint.

Prerequisite: PSY 220 with a minimum grade of D.

PSY 325. Abnormal Child Psychology. 3 Hours.

A seminar course designed to synthesize the various problematic behaviors, cognitions, and emotion in children. Students will integrate the major issues in the assessment, classification, and treatment of childhood disorders as well as evaluate the current scientific literature related to these disorders. An emphasis will be placed on class participation, writing assignments, and reading original journal articles.

Prerequisite: PSY 220 with a minimum grade of D and PSY 240 with a minimum grade of D.

PSY 330. Behavioral Neuroscience. 3 Hours.

An advanced study of the relationship between the human nervous system and behavior. Both case studies and primary research will be used as a model to explore a wide spectrum of behaviors and neural systems not including neurological disorders. The optional lab provides an opportunity to gain expertise in the quantification and analysis of animal behavior as well as advanced electrophysiological techniques such as EEG, EOG, integrated whole nerve recordings, and single neuron recordings in both human and animal models. Students with the appropriate academic background may be exempted from the prerequisite by the instructor.

Prerequisite: PSY 230 with a minimum grade of D.

PSY 333. Clinical Neuroscience. 3 Hours.

An advanced study of the relationship between the human nervous system and behavior using neurological disorders as the model. Both case studies and primary research will be used to explore a wide spectrum of neurological disorders. Students with the appropriate academic background may be exempted from the prerequisite by the course instructor.

Prerequisite: PSY 230 with a minimum grade of D.

PSY 335. Affective Neuroscience. 3 Hours.

Affective neuroscience refers to the study of the brain's role in processing emotions, moods and attitudes. In addition to providing an overview of the methods used in affective neuroscience, this course will explore topics including, how emotions are used to make decisions, how emotional responses can be regulated, and how emotional experiences are perceived, attended to and remembered. This course will also examine how these processes break down in affective disorders such as depression, anxiety disorders and post-traumatic stress disorder.

Prerequisite: PSY 230 with a minimum grade of D.

PSY 340. Adult Development and Aging. 3 Hours.

A study of development (cognitive, emotional, and social, through adulthood and aging) and of relevant issues such as Alzheimer's disease and death.

Prerequisite: PSY 240 with a minimum grade of D.

PSY 350. Social Psychology. 3 Hours.

An exploration of the basic questions addressed by social psychology (e.g., how people influence each other) and the classic experiments conducted to test the theories.

PSY 351. Psychopharmacology. 3 Hours.

A study of the actions of psychoactive drugs on the nervous system and behavior. Some prior acquaintance with basic neuroanatomy, neurophysiology, and behavioral techniques is suggested.

PSY 355. Industrial Psychology. 3 Hours.

A general course designed to acquaint students with the uses of psychology in industrial applications. Emphasis on interviewing, motivating, selling, brainstorming, and related aspects of social psychological processes in industrial settings. Of special interest to students of business, law, and the ministry.

Prerequisite: PSY 151 with a minimum grade of D or PSY 200 with a minimum grade of D.

PSY 360. Applied Statistics for Psychology. 3 Hours.

A course in statistics and other quantitative methods applied to psychology. This course does not meet the General Education Requirement for Mathematics.

Prerequisite: MATH 140 with a minimum grade of D and (PSY 151 with a minimum grade of D or PSY 200 with a minimum grade of D).

PSY 415. Human Memory. 3 Hours.

A seminar course designed to examine specific research questions, methods, findings and conclusions about human memory. Students will learn about specific topics of within human memory by reading, analyzing and discussing current and classic original journal articles. Emphasis will be placed on improving skills of critical thinking, article reading, APA style writing, and public speaking in the context of memory research. The course requires advanced knowledge of experimental design; therefore it is typically taken during a student's junior or senior year and enrollment requires the permission of the instructor.

Prerequisite: PSY 151 with a minimum grade of D or PSY 200 with a minimum grade of D.

PSY 420. Clinical Psychology. 3 Hours.

A course teaching techniques of interviewing clients to diagnose problems, types of therapy and their appropriateness for the various types of problems, the distinction between ineffective and effective therapeutic techniques, and the measurement of the effectiveness of an intervention. This course exposes students to the research, teaching, and clinical service roles performed by clinical psychologists.

Prerequisite: PSY 320 with a minimum grade of D.

PSY 430. Psychological Assessment. 3 Hours.

A study of the function, construction, and application of standardized tests as part of a broader approach to the assessment of the individual. Special emphasis on intelligence testing.

Prerequisite: (PSY 151 with a minimum grade of D or PSY 200 with a minimum grade of D) and PSY 220 with a minimum grade of D.

PSY 448. Internship. 3 Hours.

A course in which students become involved in the practical application of psychological training. Students work a minimum of ten hours a week in a community program under supervision at such agencies as the Spartanburg Mental Health Center, Broughton State Hospital, Charles Lea Center, or Spartanburg Alcohol and Drug Abuse Commission. Open only to students majoring in Psychology.

PSY 451. Senior Thesis I. 4 Hours.

A research-oriented seminar focusing on the mechanisms of behavior, cognition, perception, or social interaction. Students conduct a major experiment with human or animal subjects and present their findings in a written report meeting American Psychological Association journal form requirements. A comprehensive written review of the professional literature in the student's area of research is also required. Students must complete either 451 or 452, but they may complete both courses.

PSY 452. Senior Thesis II. 4 Hours.

A research-oriented seminar focusing on the mechanisms of behavior, cognition, perception, or social interaction. Students conduct a major experiment with human or animal subjects and present their findings in a written report meeting American Psychological Association journal form requirements. A comprehensive written review of the professional literature in the student's area of research is also required. Students must complete either 451 or 452, but they may complete both courses.

PSY 460. Advanced Research. 0 to 4 Hours.

This course is designed to permit students to learn independent research techniques through actually planning and conducting an experiment. A final paper meeting American Psychological Association journal form requirements completes the experiment. Open only to students majoring in Psychology.

PSY 480. Advanced Topics in Psychology. 1 to 4 Hours.

An intensive examination of an advanced area of psychology. Specific content is designed to meet the needs and interests of students. Open only to students majoring in psychology.

PSY 500. Honors Course. 3 Hours.

At the discretion of the faculty, students may undertake a six-hour independent course of study in the senior year in order to broaden their educational experience within their major area of study. Students must meet specific GPA standards and arrange a faculty sponsor. The honors course criteria are outlined in the Academic Honors portion of the catalog.

Religion Courses

REL 201. The Old Testament. 3 Hours.

The life and thought of ancient Israel as seen in a literary, historical, and theological analysis of the Old Testament and the Apocrypha.

REL 202. The New Testament. 3 Hours.

The emergence of Christianity in the world as seen from an analysis of New Testament writings.

REL 220. The Christian Faith. 3 Hours.

The major convictions of the Christian faith examined historically and in relation to their relevancy for modern life.

REL 221. Introduction to Islam. 3 Hours.

This course will introduce students to the religion of Islam through an introduction to the foundational elements of Islamic religious tradition, history, and practice. It will also maintain a focus on developing the skills necessary to use this knowledge in approaching and interpreting current events and media coverage of Muslim societies today. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

REL 222. Introduction to Confucianism. 3 Hours.

Roughly 2500 years after his death, Confucius still has significant, widespread influence in contemporary society. This course will focus on the nature of Confucian thought and practice, and look to understand the variety of ways Confucianism impacts modern Asian societies. It will do this by first studying early Confucian thinking, as well as the development of Neo-Confucianism. Then the course will turn to highlight the presence of Confucianism in the modern world, both as it appears in contemporary Asian literature, and in the political and social lives of countries such as South Korea, Singapore, Vietnam, and Taiwan. Successful completion of this course satisfies the Cultures and Peoples requirements for graduation.

REL 240. Religions of the World. 3 Hours.

An introduction to the major living religions found throughout the world, including Hinduism, Buddhism, Judaism, Christianity, and Islam. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

REL 241. Religions of the World II: The Newer Traditions. 3 Hours.

An introduction to some of the religions founded during the last two centuries that now have a sizeable global following. Religions to be covered may include several of the following: Mormonism, the Adventist tradition, Jehovah's Witnesses, Christian Science, The Unification Church, Scientology, Falun Gong, Soka Gakkai, the Baha'i Faith, and Wicca.

REL 260. Introduction to Religion. 3 Hours.

This course is an introductory study of typical religious beliefs and practices. Characteristic forms of religion will be explored, specific rituals will be investigated, and particular problems in religion will be analyzed. Students will identify some religious aspects of contemporary cultures and will become familiar with methods used in the academic study of religion. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

REL 261. Religious Pilgrimage. 3 Hours.

This course examines religious thought and practice through the lens of ritual theory. Students explore what various scholars in the field of religious studies and related fields (anthropology and sociology, for example) have said about rites and rituals. Primary topics of focus include the structure and role of initiation rites, the functions of communities, and the lives of religious virtuosos such as mendicants and shamans. Also considered are various types of quest and the roles these journeys play in the formation of identity. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

REL 263. Ethnography of Religion in the Middle East & North Africa. 3 Hours.

Students will learn about religion in the Middle East and North Africa by way of ethnographic research. Students will learn the step-by-step process of ethnographic fieldwork by coming up with interview questions, trying participant observation and gathering secondary research on the ethnographic method. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

REL 280. Selected Topics in Religion. 1 to 4 Hours.

Selected topics in Religion at the introductory or intermediate level.

REL 301. The Historical Jesus. 3 Hours.

An historical examination of Jesus of Nazareth, with special attention to the problems posed by the literary sources. Current historical and archaeological scholarship will be explored in order to identify what can and cannot be affirmed about Jesus with historical confidence.

Prerequisite: REL 201 with a minimum grade of D or REL 202 with a minimum grade of D.

REL 302. In Search of Paul. 3 Hours.

An investigation of Paul the apostle, including the content of his letters, the course of his life, and the normative assertions of his theology. Paul's long-term influence on religion and culture will be evaluated.

Prerequisite: REL 201 with a minimum grade of D or REL 202 with a minimum grade of D.

REL 303. The Johannine Literature. 3 Hours.

A critical study of the Gospel, the Apocalypse, and the Letters traditionally ascribed to 'John' in the light of the religious, historical, and literary issues which they raise.

Prerequisite: REL 201 with a minimum grade of D or REL 202 with a minimum grade of D.

REL 310. Lost Christianities. 3 Hours.

An exploration of orthodoxy and heresy in early Christianity, with special focus on alternative forms of Christianity that did not survive. Particular attention will be devoted to Gnosticism, Arianism, Donatism, and Pelagianism, as well as non-orthodox scriptures and the selection of the New Testament canon.

Prerequisite: REL 201 with a minimum grade of D or REL 202 with a minimum grade of D.

REL 311. Prophecy and Apocalyptic. 3 Hours.

A study of messengers from God in ancient Israel, early Judaism, and early Christianity, with particular attention to the contributions of these messengers to society, culture, ethics, and theology. The persistence of apocalyptic eschatology in global culture will be a topic of particular interest.

Prerequisite: REL 201 with a minimum grade of D or REL 202 with a minimum grade of D.

REL 312. Israel's Poetry and Wisdom Literature. 3 Hours.

The religious and philosophical thought of Israel's Wisdom Movement as found in the books of Proverbs, Ecclesiastes, Job, and portions of the Apocrypha. Also, a study of the forms of Hebrew poetry analyzed with reference to the Psalter as the vehicle of ancient Israel's devotional life in a community of worship.

Prerequisite: REL 201 with a minimum grade of D or REL 202 with a minimum grade of D.

REL 315. Archeology and the Bible. 3 Hours.

A field course in archaeological excavation of a site related to the Bible. Students will learn techniques of field excavation, archaeological interpretation, and biblical interpretation by participating in the excavation of a site from the biblical world. Offered Summer only.

Prerequisite: REL 201 with a minimum grade of D or REL 202 with a minimum grade of D.

REL 323. Belief Amidst Bombshells: Western Public Religious Thought, 1900-1965. 3 Hours.

Beginning with the events which preceded the aftermath of the first World War, a study of the key Western theological positions that emerged during the next half-century. Attention is given to different Christian responses to the Nazi regime, particular writers' viewpoints on the relationship between Christianity and culture, theology in the United States, and major shifts in Catholic thinking which helped lead to the Second Vatican Council.

REL 324. Contemporary Theology: 1965-Present. 3 Hours.

An attempt to review the proliferation of theological schools of thought which have emerged in the past 40 years, focusing on black theology, feminist theology, the interaction between theology and science, the dialogue between Christianity and other religions, and liberation theology. The course also considers religious themes which are exhibited in major artistic works from this period.

REL 325. Religion, Literature & the Environment. 3 Hours.

Covering writers from Henry David Thoreau to Rachel Carson, Wendell Berry to Annie Dillard, students discuss religion and ecology, including ecospirituality, ecotheology, and environmental ethics. Writings from a spectrum of religious views are presented, and recent popular religiously based environmental movements are surveyed.

REL 326. History of Christian Theology: The Ecclesial/Political Relationship. 3 Hours.

This course focuses on major Christian thinkers' ideas on the appropriate or recommended relationship between the Christian community and the governmental realm. The course also includes analysis of major Supreme Court cases on church-state issues, discussion of the topic of secularization and its impact on the interaction between religion and politics in the contemporary world, and consideration of the nature and limits of patriotism.

REL 327. The Writings of Soren Kierkegaard. 3 Hours.

A careful analysis of key texts by this 19th century Danish author, as well as of related artistic works (e.g., Mozart's Don Giovanni). The course deals with topics such as the nature of love, fidelity, and commitment; various ways in which individuals seek satisfaction and happiness in their lives; and the identity and importance of Christ.

REL 328. To Hell with Dante. 3 Hours.

This course will attempt to provide students with detailed understanding of Dante's Divine Comedy through a careful reading of the poem itself, in connection with the study of works by major literary influences on Dante (such as Virgil and Guido Cavalcanti), of the Florentine political context, and of major developments in Christian history and theology during the 12th and 13th centuries. Special emphasis will be placed on questions raised by Dante's work regarding better and lesser ways to live one's life.

REL 330. Theology and the American Revolution. 3 Hours.

A study of the various ways religious ideas played a role in the American Revolution, including: the theological outlook of key figures in America's founding; the political content of sermons delivered during the revolutionary period; and religious arguments that were formulated both in favor of and against the revolutionary cause.

REL 331. Christian & Islamic Theology in Comparative Perspective. 3 Hours.

This course will discuss the classical and modern traditions of Christian and Islamic theology in a comparative framework. Using readings in actual source texts, the course will provide an in-depth experience of both Christian and Islamic theological discussions of the nature of God, theological anthropology, human ethics, and definitions of tradition and modernity. Successful completion of this course satisfies the Cultures and Peoples requirements for graduation.

REL 340. Religion in the American South. 3 Hours.

Studies in the role played by the Judaeo-Christian tradition in the formation of American mores, thought, and culture, with due attention to the reciprocal impact of environment on faith.

REL 351. Political Islam. 3 Hours.

This course will explore Islamic political movements of the 20th and 21st century, a modern phenomenon broadly defined as "Islamism." This course will discuss the roots of Islamism and political Islam in the early-mid 20th century, and will focus in detail on the political and social ideologies of these movements as they ascended to prominence toward the end of the 20th century. Finally, this course will chart the transformations of political Islamic movements in the 21st century, as they yielded to post-Islamist revivals of Islamic theories of democracy, human rights, and religious nationalism. Successful completion of this course satisfies the Cultures and Peoples requirements for graduation.

REL 353. Contemporary Islam. 3 Hours.

This course will explore the experience of contemporary Islam with a special focus on the Islamic world since 1970. It will discuss major political, economic, and cultural shifts that have occurred in Muslim nations since this time and how these contexts have influenced new and current developments in the understanding and practice of Islam across the globe. The course will discuss in detail issues of special concern in the contemporary Muslim community such as gender, fundamentalism, colonialism, and religious reform. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

REL 357. Buddhist Religious Traditions. 3 Hours.

An examination of the roots of classical Buddhism in India, as well as the various schools of thought and practical traditions that have grown from these roots and spread into other countries. We will also consider more overarching questions related to the field of religious studies in general. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

Prerequisite: REL 201 with a minimum grade of D or REL 202 with a minimum grade of D or REL 220 with a minimum grade of D or REL 221 with a minimum grade of D or REL 240 with a minimum grade of D or REL 241 with a minimum grade of D or REL 260 with a minimum grade of D or REL 261 with a minimum grade of D or REL 263 with a minimum grade of D.

REL 358. Hindu Religious Traditions. 3 Hours.

In this course, we will examine the historical context and development of "classical Hinduism." We will focus primarily on Hindu textual traditions, ritual practices, and philosophical queries. Our discussions will also address the meaning of the term "Hinduism" itself; the relatively recent politicization of the term; and the contested nature of Hindu studies in the world today. Successful completion of this course satisfies the Cultures & Peoples requirement for graduation.

Prerequisite: REL 201 with a minimum grade of D or REL 202 with a minimum grade of D or REL 220 with a minimum grade of D or REL 221 with a minimum grade of D or REL 240 with a minimum grade of D or REL 241 with a minimum grade of D or REL 260 with a minimum grade of D or REL 261 with a minimum grade of D or REL 263 with a minimum grade of D.

REL 361. Fieldwork on Religion. 4 Hours.

This course has a simple objective: for students to learn how to document religious experience from the ground up. Course participants learn fieldwork techniques - including participant observation, interviews, and ethnographic writing - and put them into practice as they interact with practitioners in Spartanburg religious communities.

REL 362. Ritualized Space in the Middle East. 3 Hours.

In this course students will learn about Christianity, Judaism and Islam and their histories from the visual rhetoric of ruins, art objects and architecture in the Middle East and North Africa. Through visual culture this course will trace the history, politics and social transformations and hybridizations of the Abrahamic traditions in the MENA region. Further, students will apply Victor Turner's theory of ritualized space and liminality to the MENA region's sacred spaces. Successful completion of this course satisfies the Cultures & Peoples requirement for graduation.

REL 365. Religion & Pop Culture. 3 Hours.

This course examines the relationship between religion and pop culture. Possible course topics include the depiction of religion in popular culture, the use of popular culture in religion; and the religious function of popular culture.

REL 370. Religious Extremism. 3 Hours.

A study of religious groups associated with established religious traditions (e.g., Buddhism, Christianity, Islam, etc.) that support and/or commit violent acts in the accomplishment of their theological and social agendas. Particular emphasis will be placed on why these groups understand violence as a religiously acceptable and oftentimes necessary course of action.

REL 373. Religion & Law. 3 Hours.

This course explores the ways in which religion and law are understood as concepts. It examines the presuppositions that impact the ways these terms are defined, and the ways in which these definitions get mapped onto institutional contexts. In addition, the course also examines how a particular group's understanding of religion and law, as well as its understanding of the proper interface between the two, plays into its understanding of what the state is (or should be). The course focuses primarily on the interplay among these concepts in the United States, though it also might consider the relationship and tensions between religion and law in other countries.

Prerequisite: REL 201 with a minimum grade of D or REL 202 with a minimum grade of D or REL 220 with a minimum grade of D or REL 221 with a minimum grade of D or REL 240 with a minimum grade of D or REL 241 with a minimum grade of D or REL 260 with a minimum grade of D or REL 261 with a minimum grade of D or REL 263 with a minimum grade of D.

REL 375. Cults, Sects, and New Religious Movements. 3 Hours.

This course examines the formation, social organizations, and religious identities of new religious movements (popularly called "cults"). Some questions that may be examined include: What causes new religious movements to form? Who joins them? Why do some thrive while others die out? What role do gender differences play in new religious movements? How do new religious movements relate to the more "established" religions (Hinduism, Judaism, Christianity, etc.)?.

REL 379. American Evangelicalism. 3 Hours.

This course examines many of the key historical moments and distinguishing features of American Evangelicalism, a movement of conservative Christians from the Fundamentalist, Holiness, Pentecostal, Charismatic, and the Neo-Evangelical traditions.

REL 380. Special Topics in Religion. 1 to 4 Hours.

Seminars on selected topics in Religion offered on an occasional basis.

REL 470. Independent Study. 1 to 3 Hours.

Extensive investigation of an approved topic culminating in a full-length essay. Credit hours to be determined by the instructor. Normally restricted to students completing the major in Religion.

REL 474. Theories of Religion. 3 Hours.

An intensive exploration of critical theories currently employed by scholars in the academic study of religion, based upon readings of the classic works in which those theories have been expounded. Required of majors in the spring of the junior year. At the conclusion of the junior seminar, students will identify the topic for their senior directed study.

REL 475. Senior Directed Study in Religion. 3 Hours.

A course of individualized directed study in which the student researches, writes, and presents a paper on a topic of current interest in the academic study of religion. Required of all majors in the fall of the senior year.

REL 480. Advanced Topics in Religion. 1 to 4 Hours.

A seminar in which a selected theme or problem is thoroughly studied. Emphasis on bibliography and methodology in research.

REL 500. Honors Course. 3 Hours.

At the discretion of the faculty, students may undertake a six-hour independent course of study in the senior year in order to broaden their educational experience within their major area of study. Students must meet specific GPA standards and arrange a faculty sponsor. The honors course criteria are outlined in the Academic Honors portion of the catalog.

Sociology Courses

SOC 210. Introduction to Sociology. 3 Hours.

An introduction to the sociological perspective, focusing on the interrelations of individuals, groups, and institutions in modern society.

SOC 215. Social Problems. 3 Hours.

An examination of the question of what constitutes a social problem, along with a focus on one or two social problems such as war, poverty, inequality and consumerism.

SOC 220. Sociology of Criminal and Deviant Behavior. 3 Hours.

An application of the sociological perspective to an understanding of criminal and deviant behavior and to attempts to control such behavior.

SOC 230. Urban Sociology. 3 Hours.

The class examines life and human interactions in metropolitan areas. It focuses on the structures, processes and changes in urban areas and the problems cities face.

SOC 240. Race and Ethnic Relations. 3 Hours.

An examination of the history, major issues, and sociological dimensions of race and ethnic relations in the United States, with a view to meeting the challenges of our increasingly multicultural society.

SOC 250. Sex & Gender Across Cultures. 3 Hours.

Debates over gender and human sexuality in western societies generally assume that there are only two gender roles, male and female, and only two types of sexuality, heterosexual and homosexual. Some nonwestern culture have a far broader range of both gender roles and sexualities. This class examines gender roles and human sexuality primarily in nonwestern cultures, and explores what these cultures have to teach us about gender and sex in our society. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

SOC 280. Selected Topics in Sociology. 1 to 4 Hours.

Introductory-level independent research or exploration in topics not offered in the regular department courses.

SOC 302. Environmental Sociology. 3 Hours.

An examination of the increasing impact of human beings on the natural world, focusing especially on how social and cultural factors affect our willingness or unwillingness to conserve and protect the natural world.

SOC 305. The Sociological Wisdom of Martin Luther King, Jr.. 3 Hours.

A thorough examination of the life and writings of Martin Luther King, Jr., emphasizing the sociological implications of his message.

SOC 306. Life & Times of Malcolm X. 3 Hours.

A sociological and historical examination of the life of Malcolm X and his place in the Civil Rights struggle.

SOC 307. W.E.B. DuBois and the Development of Black Sociology. 3 Hours.

A thorough examination of the life and work of W.E.B. DuBois and his influence on the development of a distinctly black sociology.

SOC 315. Sex, Gender and the Family. 3 Hours.

Examines the relationship between biological sex and gender, diversity and changes in gender roles and in families, and how these relate to larger changes in societies and cultures.

SOC 320. Social Psychology. 3 Hours.

An examination of the relationship of the individual to groups and society, focusing on both experimental studies under controlled conditions and nonexperimental studies in natural settings.

SOC 330. Social Research. 3 Hours.

An introduction to the methods and techniques of collecting and analyzing social data.

SOC 340. The Development of Sociological Theory. 3 Hours.

A review and analysis of the history of social thought leading up to and focusing especially on the development of modern sociology in the 19th and 20th centuries.

SOC 450. Capstone. 3 Hours.

Designated primarily for seniors completing the major in Sociology to review and integrate what they have learned in their studies in the major and to design and execute a research project on a topic of their choice.

SOC 480. Advanced Topics in Sociology. 1 to 4 Hours.

Advanced-level independent research or exploration in topics not offered in the regular department courses.

Spanish Courses

SPAN 101. Beginning Active Spanish. 3 Hours.

A comprehensive introduction to the four skills of the language: speaking, aural comprehension, reading, writing. Structure and communication skills are emphasized through extensive use of Spanish in the classroom.

SPAN 102. Beginning Active Spanish. 3 Hours.

A comprehensive introduction to the four skills of the language: speaking, aural comprehension, reading, writing. Structure and communication skills are emphasized through extensive use of Spanish in the classroom.

Prerequisite: SPAN 101 with a minimum grade of D.

SPAN 200. Communication & Culture. 3 Hours.

This course aims to consolidate the student's control of the basic grammar of the language and to continue development of the four skills. Communication skills are emphasized through extensive use of Spanish in the classroom, focusing particularly on the many facets of Hispanic culture, through the study of art, literature, music, etc.

SPAN 201. Intermediate Active Spanish. 3 Hours.

An intensive review of the language, with emphasis on development of strong oral skills, refinement of grammatical structure, vocabulary building, and expansion of reading and writing skills. Oral communication is stressed in class.

Prerequisite: SPAN 102 with a minimum grade of C-.

SPAN 202. Intermediate Active Spanish. 3 Hours.

An intensive review of the language, with emphasis on development of strong oral skills, refinement of grammatical structure, vocabulary building, and expansion of reading and writing skills. Oral communication is stressed in class.

Prerequisite: SPAN 200 with a minimum grade of C- or SPAN 201 with a minimum grade of C-.

SPAN 280. Selected Topics in Spanish. 1 to 4 Hours.

The study of selected topics at the introductory or intermediate level in Spanish.

SPAN 303. Advanced Spanish. 3 Hours.

Intensive practice in the passive skills (reading, listening) and in the active skills (writing, speaking) to move the student toward advanced proficiency in Spanish. Practice with an extensive range of authentic listening and reading materials will allow students to work toward a superior level of recognition control. In the active skills, manipulative and creative practice in real communication helps students to improve productive control. The course also stresses vocabulary acquisition and accuracy in the application of grammatical principles. Conducted in Spanish.

Prerequisite: SPAN 202 with a minimum grade of C-.

SPAN 305. The Hispanic World: Spanish America. 4 Hours.

An introduction to the culture of Spanish America. A study of Spanish-American historical development and major aspects and issues of its social, artistic, intellectual, and political life today. Conducted in Spanish. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

Prerequisite: SPAN 303 with a minimum grade of C.

SPAN 307. The Hispanic World: Spain. 4 Hours.

An introduction to the culture of Spain, with emphasis on physical and human geography, historical development, and contemporary Spanish society. Conducted in Spanish.

Prerequisite: SPAN 303 with a minimum grade of C.

SPAN 308. Modern Writers of the Hispanic World. 3 Hours.

An advanced language and introductory literature course emphasizing basic techniques of discerning reading and articulate writing. Readings include poetry, novellas, and short stories by major Spanish and Spanish-American authors. Short critical essays provide practice in clear expository writing. Conducted in Spanish.

Prerequisite: SPAN 303 with a minimum grade of C.

SPAN 309. Building Linguistic and Cultural Competence Through Oral Texts. 3 Hours.

This course is designed to build speaking and oral comprehension skills using "oral texts" relative to the contemporary cultures of the countries in which Wofford's major study abroad programs are located (Spain, Argentina, Chile, Mexico, Dominican Republic). Conducted in Spanish. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

Prerequisite: SPAN 303 with a minimum grade of C.

SPAN 310. Interactive Spanish Grammar. 3 Hours.

Improving grammatical accuracy with the problematic points of Spanish grammar is the focus of this course, which aims to move students towards advanced proficiency in their written and oral production of the language by focusing on the more complex grammatical structures that non-native and heritage speakers find hard to master. Attention will be given to syntactic patterns, morphological rules, lexical accuracy, stylistic features of the language, and vocabulary acquisition. Conducted in Spanish, this course will cover different grammatical topics than Spanish 445.

Prerequisite: SPAN 303 with a minimum grade of C.

SPAN 311. Leadership & Social Change in the Hispanic World. 3 Hours.

This seminar focuses on the leaders and organizations that effect positive change in the Hispanic world. Through the study of a variety of texts, students examine cultural, historical, political, and sociological dimensions of both challenges and solutions to social problems in the Hispanic world. Students also study historical and contemporary examples of transformational leaders and organizations in three sectors (public, private, non-governmental/non-profit), and the emerging sector of for-benefit and venture philanthropy programs. Conducted in Spanish. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

Prerequisite: SPAN 303 with a minimum grade of C.

SPAN 411. Writers and Their Worlds. 3 Hours.

Focusing on the work of one significant author from Spain or Latin America, this course explores the literary production of that writer in the context of the social, political, cultural, and literary worlds out of which the work was produced. Writers studied vary from year to year. Conducted in Spanish.

Prerequisite: SPAN 308 with a minimum grade of C.

SPAN 412. Hispanic Narrative Fiction. 3 Hours.

A careful reading of representative short stories and novels by major authors of the Hispanic world. The course also focuses on the fundamental elements and techniques of narrative fiction and critical reading strategies. Conducted in Spanish.

Prerequisite: SPAN 308 with a minimum grade of C.

SPAN 413. Hispanic Poetry. 3 Hours.

A careful study of representative poetry by major authors of the Hispanic world. The course also focuses on the fundamental genres, forms, elements, and techniques of poetry in Spanish and critical reading strategies. Conducted in Spanish.

Prerequisite: SPAN 308 with a minimum grade of C.

SPAN 414. Hispanic Non-Fiction. 3 Hours.

A careful reading of major essays, journalistic articles and reviews, biographies, and other non-fictional texts by Spanish and Spanish-American writers. The course also focuses on important themes and perspectives of influential Hispanic authors, particularly their commentaries on U.S. attitudes, culture, and foreign policy, as well as on the basic elements and strategies of their prose styles. Conducted in Spanish.

Prerequisite: SPAN 308 with a minimum grade of C.

SPAN 416. Interdisciplinary Ibero-American Cultural Studies. 3 Hours.

This course applies an interdisciplinary framework to a topic of cultural significance in the Hispanic world. The course focuses on the fundamental theoretical and methodological tools needed to analyze cultural texts in which specific issues in Ibero-American culture are expressed. Topics studied vary from year to year. Conducted in Spanish.

Prerequisite: SPAN 308 with a minimum grade of C.

SPAN 418. Spanish and Spanish-American Theater. 3 Hours.

This course is designed to build linguistic, cultural and historical understanding of the theater of Spain and/or Latin America through the study of major plays. The course focuses on the fundamental theoretical and methodological tools needed to analyze theater as both written discourse and performance art. Conducted in Spanish.

Prerequisite: SPAN 308 with a minimum grade of C.

SPAN 421. Spanish and Spanish-American Film Seminar. 0 to 4 Hours.

A study of Hispanic film as an art form. Using a representative sample of films as 'texts,' the course considers narrative processes, representational modalities, and the language of film (cinematographic techniques and devices). Other topics of consideration may include the cinematic depiction of social and cultural realities (film as cultural mirror, film as propaganda); the historical development of a national film industry; and the director as auteur. Conducted in Spanish.

Prerequisite: SPAN 308 with a minimum grade of C.

SPAN 440. The Craft of Translation. 3 Hours.

A practical approach to the problems and techniques of Spanish/English and English/ Spanish translation. A variety of texts in both languages are used as an introduction to the translator's art and craft. These texts are chosen specifically to emphasize important issues of advanced Spanish grammar and stylistics as well as points of contrast between the two languages which must be mastered by the accomplished translator. Such diverse problems as proverbs, jokes, and the idiosyncratic jargons of business, journalism, law, and politics are sampled. Conducted in Spanish and English.

Prerequisite: SPAN 303 with a minimum grade of C.

SPAN 441. Practical and Creative Writing in Spanish. 3 Hours.

A practical approach to writing in Spanish. The course samples a wide variety of writing projects, such as personal letters and diaries, business letters and memos, newspaper and magazine articles, commercial advertisements, recipes, instructions, letters of recommendation, and the traditional genres of autobiography, short story, essay, and poetry. Course work concentrates on the development of clarity of expression, lexical precision, structural accuracy, and graceful, persuasive, and appropriate styles. Conducted in Spanish.

Prerequisite: SPAN 303 with a minimum grade of C.

SPAN 442. Oral Proficiency. 3 Hours.

A practical approach to speaking Spanish. Using a wide variety of spoken samples for listening practice and role-play tasks for speaking practice, the course examines the functions and contexts of oral proficiency levels from intermediate to superior abilities. The course also considers techniques of oral assessment and the nature of professional interpreting as a career. Conducted in Spanish.

Prerequisite: SPAN 303 with a minimum grade of C.

SPAN 445. Advanced Spanish Structures: Syntax, Morphology and Lexicon. 3 Hours.

A linguistic analysis of those problematic points of Spanish grammar (morphology and syntax) and usage (lexical refinement) that non-native speakers find hard to master and native speakers find hard to explain. The course concentrates on details of Spanish usage and stresses accuracy in the application of grammatical principles, lexical variations, and stylistic concerns. Intensive practice in writing and translation helps students to develop an advanced level of productive control. Conducted in Spanish.

Prerequisite: SPAN 303 with a minimum grade of C.

SPAN 480. Advanced Topics in Spanish. 1 to 4 Hours.

The study of selected topics at the advanced level in Spanish.

SPAN 500. Honors Course. 3 Hours.

At the discretion of the faculty, students may undertake a six-hour independent course of study in the senior year in order to broaden their educational experience within their major area of study. Students must meet specific GPA standards and arrange a faculty sponsor. The honors course criteria are outlined in the Academic Honors portion of the catalog.

Theatre Courses

THEA 201. Introduction to the Theatre. 3 Hours.

This class covers script analysis, dramatic structure, production styles, and an introductory over-view of acting, directing, design, and the technical elements of production. Crew hours on the current departmental production may be required.

THEA 202. Basic Elements of Production. 3 Hours.

This course covers the basics for set, lighting, and costume design for the stage. Learn drafting, some drawing, rendering and model making skills, design processes, and some backstage technologies.

THEA 210. Stagecraft. 2 Hours.

An introduction to the technical aspects of live theatre and the creative problem solving skills necessary to successfully make the leap from page to stage. Students will be exposed to and gain practical experience in a variety of areas, including: set construction, lighting operations, sound systems, scenic painting, and stage management.

THEA 212. The Art of Acting. 3 Hours.

This class will introduce students to the basics of acting for the stage. Over the course of the semester, students will learn and participate in practical and challenging acting games and physical exercise, be exposed to the basics of character analysis, learn to think, move, and speak like an actor, and perform in a variety of solo and group projects including monologues and scene-work.

THEA 280. Selected Topics in Theatre. 1 to 4 Hours.

Selected topics in theatre at the introductory or intermediate level.

THEA 300. Ensemble. 1 to 4 Hours.

This course offers students credit hours for performing on stage in a Wofford theatre production. Attendance at all rehearsals, performances, and strike required. A maximum of 24 credit hours may be earned in THEA 300.

THEA 301. Acting I. 3 Hours.

This course is a continuation and extension of THEA 212, consisting of the further development of the basics of acting technique. Areas of focus will include training concepts such as ease, honesty, ensemble acting, sense memory, concentration, listening, imagination, risk-taking, and the actor's exploration and use of the social world. All students will participate actively in laboratory productions.

Prerequisite: THEA 212 with a minimum grade of D.

THEA 303. Directing. 4 Hours.

Students will develop a fundamental knowledge and skills base about the field of directing for the stage. This will include extensive creative projects; presentations on past and present stage directors; script analysis from a director's perspective; enhancing communication, audition and rehearsal skills; the development of a critical eye for directorial choices; and the performance of two scenes that the student will direct for public performance.

THEA 304. Movement. 3 Hours.

This class will investigate major influences in physical theatre, provide a practical study of the principles of movement for the stage with an emphasis on physical neutrality, and will begin exploration of various physical actor training methods.

THEA 310. Improvisation for the Actor. 3 Hours.

An introduction to one the fundamental tools of the actor's art, this course will offer students a rigorous exploration of the principles, skills, and applications of theatrical improvisation. Although "improv" is often identified in popular culture as a comedic, competition-based form of entertainment, the primary focus in this class will be on Stanislavsky-based improvisation, which emphasizes character, relationships, and collaboration. Improvisation work in this context stresses risk-taking, physical and emotional awareness, observation, intuition, imagination, and spontaneity.

THEA 320. Dramatic Theory. 3 Hours.

This course is an introduction to the analysis of dramatic literature and the history of dramatic theory and criticism.

THEA 328. Contemporary Drama. 3 Hours.

A study of major contemporary drama (1970 to present). Authors considered include Foreman, Churchill, Rabe, Kushner, Zimmerman and others. Also listed as English 328.

Prerequisite: Any 200-level ENGL course with a D or better.

THEA 350. Stage Management Practicum. 3 Hours.

Students serving as stage managers for departmental productions will schedule and run auditions, rehearsals, and shows under the supervision of the director. The stage manager is the point person for all communication regarding the production including the design/technical aspects and acting/directing. This course fulfills the stage management requirement for the theatre major. Instructor permission required.

THEA 376. Playwriting Workshop. 3 Hours.

A course in creative writing focusing on plays. Cross-listed with ENG 376.

Prerequisite: Any 200-level ENGL course with a D or better.

THEA 380. Set Design. 3 Hours.

Working from the page to the stage, students will learn to design scenery based on script analysis, creative visualization, and directorial problem solving. This class also teaches practical skills in drafting, research, and model making. Success in this class may lead to design opportunities for departmental productions.

Prerequisite: THEA 202 with a minimum grade of D.

THEA 385. Period Styles. 3 Hours.

Based on Sir Kenneth Clark's timeless classic, *Civilisation*, art, architecture, music, furniture, fashion, literature, and political and social history from Ancient Greece to the early 20th century are explored to inform theatrical productions. Students will learn from slides, lectures and movie clips of the vast imagery available to theatre artists. Research and design projects are required. Instructor permission required.

THEA 390. Costume Design. 3 Hours.

Creativity is emphasized in this project-oriented course. The students will learn the complete process for designing theatrical costumes, hair and makeup. This course covers costume history, design, rendering and artistic conceptualization. Success in this class may lead to design opportunities for our departmental productions. Instructor permission required.

THEA 400. Theatre Practicum. 1 Hour.

A special course of individual study and instruction wherein an advanced student of theatre may pursue a special interest such as set design, lighting, theatrical management, acting, or playwriting, under the direction of the instructor. Active participation in laboratory and major productions required. A maximum of 6 semester hours may be earned in Theatre 400.

THEA 401. Acting II. 3 Hours.

Continuation and extension of THEA 301, Acting I, with particular emphasis on character development. Through intensive scene work and special projects in characterization studies, we will expand the actor's emotional, intellectual, physical, and vocal expressiveness.

Prerequisite: THEA 301 with a minimum grade of D.

THEA 404. Advanced Movement. 3 Hours.

This course will provide an in-depth study of physical actor training for the stage. Through the creation of original theatre pieces, monologues, and scene work, the student will implement techniques learned in daily physical training.

THEA 410. Theatre for Youth. 3 Hours.

This course will contextualize Theatre for Youth through the study of the history and significance of this type of performance and then will use in-class exercises to create a strong ensemble of actors who will then collaborate on the creation, rehearsal, and performance of an original children's theatre script.

THEA 413. Devised Theatre. 3 Hours.

Working collaboratively, the class will choose and explore a topic/theme of particular interest to students on this campus and then plan, develop, rehearse, and perform a non-traditional theatrical production based on this theme.

THEA 424. African American Drama. 3 Hours.

This class deals with the creation of African American identity on the American stage from the early 19th century through the present. Readings are from the works of Baraka, Kennedy, Wilson, Parks, Hughes, and many others. Students will engage with issues of race, literature, performance, and authorship in class discussion, written work and oral presentations. Cross-listed with English 424.

Prerequisite: Any 200-level ENGL course with a D or better.

THEA 425. 19th Century American Drama. 3 Hours.

From James Nelson Barker's *The Indian Princess* (1808), to George Aiken's stage adaptation of *Uncle Tom's Cabin*, one of the most popular works of its period in both America and Europe, the close reading of nineteenth century American drama opens a fascinating window onto the creation of American identity. This class will address ideas and issues of nationhood, the frontier, gender, race and race relations, and popular and high culture. Cross-listed with English 425.

Prerequisite: Any 200-level ENGL course with a D or better.

THEA 433. Modern Drama. 3 Hours.

A course of study which focuses on the work of late 19th to mid 20th century European and American dramatists. Authors include Ibsen, Chekhov, Strindberg, Pirandello, Brecht, Beckett, O'Neill, Miller and Williams. Cross-list with English 433.

Prerequisite: Any 200-level ENGL course with a D or better.

THEA 438. Greek & Roman Drama. 3 Hours.

Selected Greek and Roman comedies and tragedies will be read in translation. The course will concentrate on the thematic, philosophical, and religious aspects of ancient drama. Cross-listed with English 438.

Prerequisite: Any 200-level ENGL course with a D or better.

THEA 470. Independent Study. 1 to 4 Hours.

A student initiated project, approved and supervised by a faculty member, integrating learning in the major.

THEA 471. Independent Study - Design/Technical. 0 to 3 Hours.

A student initiated project, approved and supervised by a faculty member focused on set design and/or aspects of technical theatre.

THEA 472. Independent Study - Dramatic Literature. 0 to 3 Hours.

A student initiate project, approved and supervised by a faculty member, integrating the study dramatic literature with theatre production.

THEA 473. Independent Study - Performance. 0 to 3 Hours.

A course in which the student pursues independently, under the guidance of a member of the department, a specific topic of interest.

THEA 476. Advanced Playwriting. 3 Hours.

In this workshop, students will write at least two ten-minute plays and one full-length two-act play, in addition to developing their craft through writing projects and exercises. We also will read and discuss plays by such playwrights as Edward Albee, Tennessee Williams, and Eugene Ionesco. Actors will read each participant's work at a special presentation at the end of the semester. Class is conducted in a workshop format, and participants and the instructor will read, discuss, and analyze script pages in class.

Prerequisite: THEA 376 with a minimum grade of D.

THEA 480. Advanced Topics in Theatre. 1 to 4 Hours.

A seminar for advanced students. Subject matter varies from year to year. Instructor permission required.

THEA 490. Advanced Studies in Film. 3 Hours.

A topics course involving close study of specific directors, genres, or national cinemas. Topics will change from semester to semester. Screenings of feature films may be held outside of class. Students may take Theatre 490 for credit only once. Instructor permission required.

Directory

This section lists some of the individuals and organizations whose contributions constitute some of the college's most important resources.

The Board of Trustees, Administration, and Faculty contribute their expertise in establishing and maintaining the institution's values, policies, and educational rigor. The National Alumni Executive Council works to stimulate informed interest among all alumni in the work of the college, while the Parents Advisory Council strives to strengthen the communication between the college and the parents of current students.

The Board of Trustees

Wofford College has 31 trustees who serve as the legal governing body of the college under the conditions of the will of the Rev. Benjamin Wofford and the state charter of 1851. Trustees are elected by the South Carolina Annual Conference of the United Methodist Church.

The following list identifies those persons who serve as trustees for the 2016-2017 academic year.

Ashley Richardson Allen
Charlotte, NC

Christopher A. P. Carpenter '90
Attorney, Political Consultant
Atlanta, GA

William R. Cobb
Chairman and Chief Executive Officer, JM Smith Corp.
Spartanburg, SC

Justin A. Converse '96
Chief Executive Officer, Converse and Company
Spartanburg, SC

Jimmy I. Gibbs
President and Chief Executive Officer, Gibbs International
Spartanburg, SC

Jordan Glatt
CMO/Director, Free All Media
Morristown, NJ

D. Christian Goodall '79
President, Goodall Company
Columbia, SC

H. Neel Hipp Jr.
Owner, Hipp Investments L.L.C.
Greenville, SC

John W. Hipp '75
District Superintendent, United Methodist Church
Florence, SC

Laura J. Hoy
Myrtle Beach, SC

R. Michael James '73
Chair
Investor
Charlotte, NC

James M. Johnson '71
Vice Chair
Founder and Chairman, Johnson Development L.L.C.
Birmingham, AL

Stewart H. Johnson '67
Chairman of the Board, Morgan Corp.
Spartanburg, SC

Douglas H. Joyce '79
President, Synthesis Advisors Inc.
Nashville, TN

William F. Malambri '98
Senior Minister, Central United Methodist Church
Florence, SC

Jodie W. McLean
President and Chief Executive Officer, EDENS
Bethesda, MD

James C. Meadors '81
Owner and Chief Executive Officer, Meadors, Inc.
Charleston, SC

Craig D. Melvin '01
NBC News, National Correspondent
New York, NY

Betty J. Montgomery
Campobello, SC

Daniel B. Morrison Jr. '75
President, Carolina Panthers
Charlotte, NC

Wendi M. Nix '96
Sports reporter, ESPN Television Network
New York, NY

Corry W. Oakes III '89
President and Chief Executive Officer, OTO Development L.L.C.
Spartanburg, SC

L. Leon Patterson '63
Retired Chairman, The Palmetto Bank
Greenville, SC

Costa M. Pleicones '65
Chief Justice, Supreme Court of S.C.
Columbia, SC

Stanley E. Porter '89
Partner, Deloitte Consulting L.L.P.
Chevy Chase, MD

J. Patrick Prothro '96
Vice President, Bellecorp Inc.
Park City, UT

J.E. Reeves Jr.
President and Treasurer, The Reeves Foundation
Summit, NJ

Jerome J. Richardson '59
Founder and Owner, Carolina Panthers (NFL)

Charlotte, NC

Joe E. Taylor Jr. '80
Entrepreneur
Columbia, SC

Edward B. Wile '73 - Retired
Senior Vice President-Investments, UBS Financial Services (Retired)
Atlanta, GA

William H. Willimon '68
Bishop (retired), United Methodist Church
Durham, SC

The Administration

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President

Jennifer R. Allison, MA
Registrar

David M. Beacham, BA
Senior Vice President for Administration and Secretary to the Board of Trustees

Roberta H. Bigger, MEd
Vice President for Student Affairs and Dean of Students

Jason H. Burr, MBA
Associate Vice President of Facilities and Capital Projects

Chris L. Gardner, BA, CPA
Associate Vice President for Finance and Controller

Barbie F. Jefferson, MA, CPA
Chief Financial Officer

Richard A. Johnson, MBA
Director of Intercollegiate Athletics

Calhoun L. Kennedy Jr., BA
Associate Vice President and Executive Director of Development

Amy E. Lancaster, MA
Dean of International Programs

Boyce M. Lawton, III, PhD
Dean of Student Success

John D. Miles, PhD
Dean of the Center for Innovation and Learning

Annie S. Mitchell, BA, APR
Vice President for Marketing and Communications

J. Kevin Reynolds, MSIS
Dean of the Library

Ronald Ray Robinson, DMin
Perkins-Prothro Chaplain and Professor of Religion

Michael J. Sosulski, PhD
Provost

Brand R. Stille, BA
Vice President for Enrollment

Elizabeth D. Wallace, RN, LPC
Associate Vice President for Student Affairs and Director of the Wellness Center

Jason H. Womick, MEd
Vice President for Information Technology and Institutional Research

David S. Wood, EdD
Senior Vice President for Development

The Faculty, 2016-2017

Academic year of appointment to faculty is indicated in parentheses after each name.

John C. Akers (1993)
Associate Professor
BA, MA, Middlebury College; PhD, University of California, Los Angeles

J. David Alvis (2009)
Associate Professor
BA, MA, University of Dallas; PhD, Fordham University

A. K. Anderson (2000)
Associate Professor
BA, Wofford College; MDiv, Yale University; PhD, Graduate Theological Union

Jedidiah C. Anderson (2015)
Visiting Assistant Professor
BA, University of Pittsburgh; MA, American University of Beirut; PhD, Indiana University

Aikaterini Andrews (2000)
Associate Professor
BS, American College of Greece; MBA, Delaware State University; PhD, Clemson University

Caleb A. Arrington (2001)
Professor
BS, University of Richmond; PhD, University of Utah

Stefanie H. Baker (2008)
Associate Professor
BS, Clemson University; MS, North Carolina State University; PhD, Clemson University

Colleen M. Ballance (2005)
Associate Professor
BFA, Tulane University; MFA, Brandeis University

Kenneth J. Banks (2009)
Associate Professor
BA, Concordia University; MA, PhD, Queens University

Laura H. Barbas Rhoden (2000)
Professor
BA, University of Georgia; MA, PhD, Tulane University

Charles G. Bass (1988)
Dr. and Mrs. Larry Hearn McCalla Professor
Professor

BS, William Carey College; PhD, University of Tennessee, Knoxville

James T. Bednar (2009)

Associate Professor
BA, Hanover College; MA, Kent State University; PhD, Vanderbilt University

Timothy A. Bersak (2015)

Assistant Professor
BA, BS, Boston University; MA, PhD, Clemson University

Camille L. Bethea (2003)

Associate Professor
BA, Wofford College; MA, Vanderbilt University; MA, PhD, University of North Carolina at Chapel Hill

Catherine Blouke (2015)

Assistant Professor
BA, University of Nevada, Las Vegas; MA, PhD, University of Texas at Austin

Kara L. Bopp (2005)

Associate Professor
BA, Hamilton College; MA, New York University; PhD, Syracuse University

Heidi E. Bostic (2013)

Assistant Professor
BA, BS, Wofford College; PhD, University of Tennessee, Knoxville

Peter K. Brewitt (2014)

Assistant Professor
BA, Dartmouth College; MA, PhD, University of California, Santa Cruz

Beate U. Brunow (2011)

Assistant Professor
MA, University Of Wyoming; PhD, Pennsylvania State University

Mark S. Byrnes (2001)

Professor
BA, Lafayette College; MA, PhD, The University of Texas at Austin

Maria Begona Caballero Garcia (2006)

Associate Professor
BA, Universidad de Extremadura; MA, Western Michigan University; PhD, University of North Carolina at Chapel Hill

Benjamin J. Cartwright (2013)

Assistant Professor
BS, Messiah College; MS, University of North Carolina at Greensboro

Matthew E. Cathey (2004)

Associate Professor
BA, University of the South; PhD, University of Tennessee, Knoxville

Anne J. Catlla (2008)

Associate Professor
BS, MA, University of Kansas; MS, PhD, Northwestern University

Alan D. Chalmers (2005)

Professor
BA, MA, University of Sheffield; PhD, University of Southern California

Beau Christ (2016)

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Lori Cruze (2015)

Assistant Professor
BS, University of Tennessee; PhD, University of Florida

George R. Davis (1993)

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Professor
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Daniel J. Day (2011)

Assistant Professor
BA, University of Missouri-Kansas City; MFA, Southern Methodist University

William E. DeMars (2001)

Professor
BA, Creighton University; MA, PhD, University of Notre Dame

Christine S. Dinkins (2002)

Associate Professor
BA, Wake Forest University; MA, PhD, Johns Hopkins University

Christopher L. Dinkins (2002)

Lecturer
BA, Wake Forest University; MA, University of Virginia

Courtney M. Dorroll (2013)

Assistant Professor
BA, Purdue University; MA, Indiana University; PhD, University of Arizona

Philip C. Dorroll (2013)

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BA, Purdue University; MA, Indiana University; PhD, Emory University

David S. Efurd (2010)

Assistant Professor
BFA, Cornell University; MA, University of Georgia; PhD, Ohio State University

Diane S. Farley (2013)

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John Farrenkopf (2006)

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BA, Trinity College; MA, Georgetown University; PhD, University of Virginia

Mark A. Ferguson (2003)

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Senior Researcher for the Goodall Environmental Studies Center
Associate Professor
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Stacey R. Hettes (2003)

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Jameica B. Hill (1993)

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Sally A. Hitchmough (1996)

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Charlotte A. Knotts-Zides (1999)

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Rhiannon A. Leebrick (2016)

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Frank M. Machovec (1988)

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Bloomington

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BMus, University of Washington; MMus, PhD, Ohio University

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Brown University

George W. Singleton III (2013)

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Duke University

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Natalie W. Spivey (2009)

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Katherine R. Steinmetz (2012)

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BS, Allegheny College; MA, PhD, Boston College

Amy H. Sweitzer (2005)

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at Chapel Hill

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Florida State University

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Larry Hearn McCalla Professor

Professor

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Clemson University

Amy L. Telligman (2016)

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BS, Presbyterian College; MS, University of Georgia; PhD, University of
Colorado

Timothy D. Terrell (2000)

Associate Professor

BS, MA, Clemson University; PhD, Auburn University

Gerald T. Thurmond (1980)

Professor

BA, Baylor University; MA, PhD, University Of Georgia

Deno P. Trakas (1980)

The Laura and Winston Hoy Professor of Literature

Professor

BA, Eckerd College; MA, University of Tulsa; PhD, University of South Carolina

Zibonele A. Valdez-Jasso (2014)

Visiting Professor

MS, University of New Mexico; PhD, University of Texas - Dallas

Rachel J. Vanderhill (2014)

Assistant Professor

BA, Calvin College; MA, PhD, University of Virginia

Carey R. Voeller (2009)

Associate Professor

BA, Portland State University; MA, University Montana; PhD, University of Kansas

T. Christopher Waidner (2007)

Associate Professor

BS, Wofford College; PhD, Georgetown University

John M. Ware (2006)

Associate Professor

BA, University of Virginia; MA, University of North Carolina at Wilmington; PhD, University of North Carolina at Chapel Hill

Daniel W. Welch (1978)

Professor

BS, University of Louisiana at Lafayette; MS, PhD, Clemson University

D. Edward Welch (2000)

Professor

BA, University of South Carolina; MEd, PhD, University of South Carolina

Clayton J. Whisnant (2001)

Professor

BA, Rice University; MA, PhD, The University of Texas at Austin

Patrick N. Whitfill (2009)

Lecturer

BA, Wayland Baptist University; MA, PhD, Texas Tech University

Nancy M. Williams (2006)

Associate Professor

BA, University of North Carolina at Charlotte; BS, Winthrop University; MA, University of South Florida; PhD, University of Georgia

Carol B. Wilson (1984)

Professor

BA, Wofford College; MA, PhD, University of South Carolina

Thomas J. Wright (2011)

Assistant Professor

BA, Bowdoin College; MA, PhD, Johns Hopkins University

Yongfang Zhang (2010)

Assistant Professor

MA, PhD, Ohio State University

Steven B. Zides (1999)

Instructor

BA, Cornell University; MS, MS, University Of Tennessee, Knoxville

Retired Faculty

Clarence L. Abercrombie III

Professor of Biological and Social Sciences

BA, Emory University; MPhil, PhD, Yale University

Frank J. Anderson

Librarian, Emeritus

AB, Indiana University; MSLS, Syracuse University

Charles D. Barrett

Peter B. Hendrix Professor of Religion, Emeritus

AB, Wofford College; BDiv, Emory University; PhD, Drew University

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Modern Languages, Literatures, and Cultures; Dean of International Programs, Emeritus
Licentiaat, Hoger Instituut voor Vertalers en Tolken, Antwerp State University; DML, Middlebury College

Dennis M. Wiseman
Provost and Reeves Family Professor of French, Emeritus
BA, University of Arizona; PhD, University of North Carolina

Wofford College National Alumni Executive Council, 2016

The Wofford College National Alumni Association consists of nearly 15,500 persons who attended Wofford for one year or more. The association is organized to stimulate a permanent and informed interest among all alumni in the work of the college, encourage financial and moral support of the college, perpetuate the friendships formed in the college years, and promote the cause of Christian higher education.

The governance of The National Alumni Association is provided by the Alumni Executive Council (AEC). The AEC includes 22 individuals appointed to three-year terms and meeting twice a year. Members of the AEC for 2015 are identified below. The beginning date for individual terms of service is noted in parenthesis following the members' names.

In addition to the elected members, ex-officio members include the chairman of the Wofford College Board of Trustees, the president of the college, the officers of the development staff, the director of the alumni and parents associations, director of alumni and parents programs, the president of the Terrier Club (the fund-raising organization for athletics), and the chairperson of the National Annual Fund (the annual giving program for the College).

• ALUMNI ASSOCIATION BOARD, 2016

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Pediatric Dentist, Scott W. Cashion DDS MS, Greensboro, NC

Andrew B. Casto-Waters '95 (2014)
Pastor, Fountain Inn Presbyterian Church, Fountain Inn, SC

Harold Chandler '71 (2013)
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Senior Financial Manager, National Geospatial-Intelligence Agency, Washington, SC
LTC, Ret., US Army

Stephen M. Creech, '01 (2015)
Assistant VP, Blue Cross Blue Shield of SC, Columbia, SC

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Homemaker

Beth B. Hray, '04, Beaufort, SC
Staff Attorney, SC Legislative Council

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Attorney, Willoughby & Hoefer Law, Columbia, SC

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Leasing Director, IMC, High Point NC

Shawna Lemon '90 (2016)
Patent Attorney, Myers Bigel Sibley & Sajovec, PA, Raleigh NC

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VP of Human Resources, Clark and Lavey Benefits Solutions, Merrimack, NH

Randy Loftis '68 (2016)
Attorney Managing Partner, Constangy, Brooks & Smith, Winston Salem NC

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Director, Wells Fargo, Charlotte, NC

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Vickie R. Muller '83 (2014)
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Assistant Director, Student Financial Services, Midlands Technical College, Columbia, SC

Chris Novak '14 (2016)
Business Analyst, Deloitte Consulting, Atlanta GA

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Director of Annual Giving - ex-officio

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Management, Tri-City Inc., Rockingham, NC

Nayef Samhat
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James W. Shealy, Jr. '89 (2014)
Vice-President, Wofford Alumni Association Board
Pediatric Dentist, Children's Dental Center, P.C., Cartersville, GA

Buddy Saunders '90 (2016)
Consultant, Assest Strategy Group, Hunt Valley MD

Debbi Thompson '88
Director of Alumni & Parents Programs - ex-officio

Thomas W. Vinegar, Jr. '76 (2014)
Clinical Counselor, South Carolina Department of Mental Health,
Greenville, SC

Ben Waldrop '93 (2016)
President, Century Printing and Packaging, Greenville, SC

Megan L. Walsh '97 (2014)
National Annual Fund Chair
Homemaker

Erin Watson '91 (2016)
Vice President Marketing Planner, Sun Trust Bank, Atlanta, GA

Mayleng S. Watson '98 (2014)
Attorney, McGuire Woods LLP, Charlotte NC

David Wood
Sr. VP for Advancement - ex-officio

Jim Yarbrough '89 (2016)
VP Financial Advisor, UBS Investment Bank & Global Asset
Management, Greenville SC

Carl A. Young '96 (2014)
LTC, Joint Staff, Pentagon, Washington DC

Parents Advisory Council, 2016-2017

The Parents Advisory Council is composed of parents of current Wofford students. The council meets twice annually, with a primary goal of strengthening communications between the college and parents.

Chairpersons

Jim & Mariellen Deyling Elgin, SC

Council Members

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Lake Wylie, SC

Scott & Elizabeth Bivens

Charlotte, NC

Wood & Mollie Britton

Winston Salem, NC

Nelson & Barbara Bunn

Raleigh, NC

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Bryan & Lisa Kay

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Brenda Spain-Stewart

Winston-Salem, NC

Class of 2019

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Raleigh, NC

David & Bland DeShong

Atlanta, GA

Lyn Joyce

Hartsville, SC

Cooper & Frances Lindsey
Mountain Brook, AL

Jerry & Arden Magee
Orlando, FL

Dan & Leigh Randall
Greenville, SC

Michael & Susan Rief
Montgomery, AL

Dan & Amy Wilbanks
Knoxville, TN

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